

# Wellington Road Nursery

City of Wolverhampton College, Wellington Road, BILSTON, West Midlands, WV14 6BT

## Inspection date

Previous inspection date

16/04/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- The quality and consistency of teaching is exceptional as staff have an excellent knowledge of how children learn. This is supported through the precise and accurate assessment and planning that is in place for individual children to ensure they make outstanding progress.
- Excellent leadership and management drives future improvement of the provision. Self-evaluation is highly rigorous and reflects the views of all involved, contributing to the setting of clear and achievable action plans.
- Partnerships with parents, schools and other agencies, are extremely well developed, ensuring that children requiring additional support or challenge receive focused input in order to make significant strides in all areas of their learning and development.
- Excellent use is made of the outside play environment as children participate in activities that promote all areas of their learning and development as effectively as they do indoors. This broadens children's experiences and encourages exploration, imaginative activity and autonomous play in a safe environment.
- Children are highly confident, demonstrating an excellent level of independence and motivation, as result of the organised learning environment and staff's constant evaluation of the practice.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces, speaking and interacting with children appropriately.
- The inspector spoke with a representative of the registered provider, the deputy managers and staff at appropriate times throughout the day.
- The inspector carried out a safety check on the premises and activities.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.

## Inspector

Patricia Webb

## Full Report

### Information about the setting

Wellington Road Day Nursery was registered under its current ownership in 2012 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a purpose built premises on the Bilston campus of Wolverhampton College and is one of a large national chain of nurseries operated by The Co-operative Childcare Ltd. The nursery serves the children of students and staff at the college and children from the wider community. The premises are accessible to all. It operates from a range of care bases and there are enclosed areas available for outdoor play.

The nursery employs 21 members of child care staff. All staff hold appropriate early years qualifications that range from level 2 to early years degrees and one member of staff holds Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 87 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance children's highly effective communication and language development further by raising the awareness of parents, whose children are learning English as an additional language, of the value of continuing to use their first languages as well.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Every child is valued and respected in this vibrant and highly stimulating setting. The quality of teaching is exceptional as staff have an extremely high level of knowledge and understand of how children learn and how to harness children's interests and ideas very effectively. Comments and conversations with children spark off exciting activities. For example, children's interest in pirates led to a wonderful project that involved map making, searching for buried treasure and exploring how ships sailed. Parents were informed by their children about how to 'age' the maps using tea bags. Another activity evolved due to children's interest in electricity and the group of children created their own

electrical circuit, using batteries. They explored how the circuit could be broken and considered what the outcome would be if that happened.

Such inspired learning takes place because of the commitment and passion of the staff. They are facilitators for the children, providing the environment to support independence and experiential learning through active play. A group of children become wholly absorbed for over 90 minutes as they create the bear's cave outside. They use parachutes and constantly think creatively to seek solutions to secure the sheets, battle the blustery wind and finish their task. They select the 'big masking tape, 'cos it sticks better' and place logs around the base. They note which logs are the heaviest and how they have to use lots of energy and their muscles to carry some of them. During this play, staff extend children's vocabulary and learning, for example, they encourage a child to consider why the loops of the parachute will not go over the rail. The member of staff informs the child about the 'angle' the wood has been cut at as being the hindrance. This is a result of the very high expectations staff have of what and how children learn. They question children very appropriately, extending their thinking and often encouraging children to take the lead role. This is because staff understand how their role is to support children's active learning through preparing a vibrant environment and encouraging children's interests.

Babies explore their environment indoors and outside with gusto supported by staff who understand how even young babies can make choices about their activities. This is because staff know the children's characters and needs exceptionally well and constantly respond to children's needs. Babies forge extremely close and caring relationships with their key persons and often seek out a favourite member of staff for additional support and comfort. Staff observe, assess and plan most effectively for each child to further their development. A baby crawls speedily round the room, preparing for early walking by staring to pull to standing. Planning shows how activities and resources are provided to support this progress. For example, the play tray outside is set on a frame to encourage standing as children explore the dinosaurs, feel the textures of the artificial grass and examine the papier mache volcano made by the older children. Older toddlers tend their plants with care, watering them copiously as they fill their watering cans from the tap, again promoting their independent play.

Children make excellent progress in their learning and development because of the accurate and pertinent observation and assessment undertaken by staff. Consequently, any children requiring additional support to achieve are swiftly identified and the appropriate programmes are put into place. This is as effective for children who are achieving above their expected stages in some aspects as for children who may require additional intervention to meet their targets. Children's home languages and cultural backgrounds are valued and acknowledged as staff seek out key words in the various languages and utilise staff's linguistic skills effectively. Further plans are in place to raise the awareness of parents, whose children are learning English as an additional language, of the benefits to language development of continuing to use first languages at home as well. Staff use a range of strategies to promote all children's communication skills including baby signing, sign language and pictorial timetables that outline the very flexible routines. Plans are in place to extend children's use of sign language so that they begin to use it as communication between each other as well as with the staff.

Parents are actively involved in their children's learning and development as they share 'wow vouchers' depicting the learning and achievements that take place at home and with the family. This promotes the partnerships with parents and values them as the child's primary educator. The positive relationships also contribute to children's smooth transition into and through the nursery. Parents speak with confidence about how staff acknowledge their anxieties when leaving their children and are fully consulted as children move to the next stage in their early education.

### **The contribution of the early years provision to the well-being of children**

Children forge very strong relationships with their key persons, contributing to how safe and secure they feel in the setting. They turn to familiar staff for reassurance, confident in the warm and very caring response they receive. Parents share family photographs, which staff display so babies and toddlers can see 'someone special to me' as they develop a strong sense of belonging. Older children develop their independence in their self-care and tending to their own needs. This is done in a purposeful way, preparing children for moving to school and developing their confidence and self-esteem. They develop skills in negotiating and socialising with each other with respect and consideration for the feelings and needs of others. Staff offer very positive role models to support children in this aspect. Consequently, children manage strong emotions, feelings and incidents of conflict with a mature approach. They are helped by staff to take turns, share and on many occasions, work effectively as a team to achieve their planned outcomes. For example, children hold the ends of the parachute down for other children as they place the logs around.

Children's health and well-being is very effectively supported. They serve themselves during their snack time and at main meal times, tucking in with relish to their freshly cooked meals. Older children make their own snacks and are encouraged to pour their own drinks and help each other. Specific dietary needs and any medical need are discussed in depth with parents and specific routines are followed to maintain their health. Minor accidents and injuries to children are managed efficiently by staff who hold appropriate first aid qualifications and parents are kept fully informed of any such incidents that may occur. Children are encouraged to begin assessing risk for themselves as they participate in active play on and off the premises. They know how to use the vast range of resources with care and can freely access equipment to further their own activity and learning.

Children enjoy active physical play indoors and outside, as babies crawl and toddle actively in the well-designed outdoor play area that allows for fresh air opportunities daily regardless of the weather. Older toddlers put on their wet-weather clothes to wash the large wheeled equipment with great vigour. They slosh the cloths around with glee as they develop physical co-ordination and endeavour to squeeze the water out of the cloths. Older children test out their confidence and climbing skills as they deftly climb around the outside of the tower, take risks in jumping from the ledge and celebrating their success and pride at the achievement. All of this is undertaken with diligent and discreet supervision from staff that ensures that children are safe without thwarting their exploratory drive.

## **The effectiveness of the leadership and management of the early years provision**

Children make exceptional progress in their learning and development as a result of the inspired and highly professional leadership from the organisation. Senior management acknowledges the skills, expertise and professional attitudes demonstrated by the staff. The staff thoroughly enjoy the roles they play in children's early lives, particularly as they prepare children for the move to school. Staff recruitment and selection systems are highly effective in building the diverse team, whose qualifications and talents are harnessed to support each child very positively. Staff supervision and appraisals are accrued out by senior managers for the organisation in order to praise the strong practice and identify where any additional support may be required, particularly as staff extend their professional qualifications. This ensures that staff hone their skills in conducting accurate and very precise assessment of children's progress. Their practice and records are observed and examined periodically by senior managers to ensure consistency and the accurate setting of next steps for individual children.

Safeguarding arrangements are diligently followed to ensure that any child protection concerns would be followed through in the best interests of a child at all times. Parents are further assured of the children's security as all of the required clearances are obtained for staff with regard to their suitability from the start of their employment and as an ongoing process. Staff understand that their personal conduct has a bearing on their professional role. Parents and all visitors to the setting are informed of the policy of not using mobile phones on site, further protecting children.

The setting works in excess of the minimum staffing ratios in order to support children's learning and safety. Risk assessments are in place, followed through daily by diligent staff and updated regular to keep children safe. Following a recent incident, the management reviewed the range of some resources available for children to access freely and have now ensured that items such as wool, used by the children to measure and weave, are now used under close staff supervision.

Self-evaluation is extremely thorough and reflects the views of all involved including the children and their families. Parents contribute to questionnaires, surveys and children's developmental records expressing deep appreciation of what and how their children are developing skills for their future education. They comment on how concerns, such as speech and language delay, are swiftly identified and the relevant support sought from other agencies if and where necessary. Parents state how '(staff) have shaped my child's personality' and that 'staff are brilliant and the nursery has good facilities for learning'. Managers respond to parents' queries as for instance, recent changes to staffing resulted in a change to some children's key persons. The 'buddy system' is now well-established so that more than one member of staff builds the close relationship with individual children and this reduces the risk of upset at such inevitable times of change. Parents comment on how they have witnessed high improvements in their children's confidence and ability and that they are very happy with their children's achievements, requesting that staff 'keep up the good work'.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY452839
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	913041
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	87
<b>Name of provider</b>	The Co-Operative Childcare Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01902402299

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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