

# Wally's Day Nursery, Pre-School and After School Club

Wally's Day Nursery, Pre-School and After School Club, 60 Shalis Lane, Trowbridge, Wiltshire, BA14 8LN

<b>Inspection date</b>	22/04/2013
Previous inspection date	18/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are developing their independence skills well, which prepares them for going to school.
- Children play in bright comfortable play areas, which are organised well to promote learning opportunities.
- Children play with a range of exciting toys and resources, which support their learning.
- Parents are welcomed and kept well informed of events and changes.

### It is not yet good because

- Staff do not consistently follow nursery procedures to prevent the spread of infection.
- Staff do not identify all aspects of risk within the premises, or how these will be minimised.
- The organisation of some play activities does not fully support the needs of all children.
- Detailed information about children's prior skills, knowledge and understanding on entry to the setting is sometimes limited.

## **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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed activities in each of the play rooms and the outdoor area.
- The inspector had discussions with the owner, manager, staff and children.
- The inspector viewed the setting's self-evaluation form.
- The inspector sampled a range of documentation, including the operational policies and procedures and children's learning journals.
- The inspector spoke with parents and viewed their written comments.

## **Inspector**

Mary Daniel

## **Full Report**

### **Information about the setting**

Wally's Day Nursery, Pre-School and After School Club opened in 2004. It is privately owned and operates from four playrooms, with toilet and nappy changing facilities, in purpose-built premises situated in the centre of Trowbridge, Wiltshire. All children share access to a secure, enclosed outdoor play area. The setting is open from 7.30am to 6pm for 50 weeks of the year.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 175 children on roll, of whom 142 are in the early years age group. The setting is in receipt of funding for the provision of free early education for two and three-year-old children. The setting supports children with special educational needs and/or disabilities and those who are learning English as an additional language. The owners employ 22 members of staff, one of whom has attained Early Years Professional Status. The majority of other staff all hold a relevant childcare qualification.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the procedures for preventing the spread of infection and taking appropriate action when children become unwell
- improve the risk assessment system to ensure all aspects of the environment that need to be checked on a regular basis are identified and action taken to minimise or remove risk
- improve the organisation of some activities so that all children are sufficiently supported and provided with appropriately challenging and enjoyable play experiences in all areas of their learning and development.

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

- develop the arrangements for seeking information from parents about children's capabilities and starting points for learning.

## Inspection judgements

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

Staff plan a variety of play experiences to help children develop their future skills. For example, they provide a range of outdoor learning activities based in the nearby woods. Children show interest as they examine the bugs they collect and the moss they see growing on a tree stump. In addition, staff encourage children to start thinking for themselves in their outside activities. For instance, children help each other carry long branches they find in the woods. They work out ways to fix these together to make a sturdy den. As a result, children are supported effectively in developing their critical thinking skills. Staff are developing their systems of implementing the learning and development requirements of the Early Years Foundation Stage framework. They observe children's interests and achievements and use this information to plan related activities to support their next steps. For instance, children show an interest in finding out about mini beasts and decide to make some snails. They roll and squeeze the play dough into long sausage shapes and twist this to make their snail's circular shell. They talk about how snails live and tell their friends about those they see in their garden. This activity builds on children's interests and develops their language, physical and creative skills and their understanding of the natural world.

Children start to use numbers spontaneously in their play. For example, they know there should only be two children playing in the wood shed. They tell a member of staff 'There are one, two of us in here'. This provides opportunities for children to begin solving simple practical problems within their play. Toddlers enjoy throwing handfuls of shredded paper up in the air. They start to make patterns, pushing their fingers through shaving foam or as they roll toy cars through some paint. These activities encourage their investigation of different textures and support their early mark making skills. Staff encourage babies' interest and exploration as they fill a variety of colourful striped and spotty paper bags with toys. Babies show curiosity as they reach into the bags and spend time emptying and filling them again. Babies wave their arms and kick their legs in excitement as they watch shiny, hanging mobiles moving above them. This helps them to focus on objects and encourages their discovery of colour, texture and space.

Overall, staff provide a wide range of play experiences, which promote children's ongoing development. However, at times children are not sufficiently supported by staff to stay fully motivated and engaged in their play. For example, the organisation of a story telling session does not support the needs of all children. As a result, children lose interest and become bored, which has an impact on how they enjoy and make progress in some aspects of their learning. This is a breach of legal requirements. Staff share children's achievements with their parents and give them ideas for activities to do at home. Parents are invited to see their child's learning journals and contribute their observations of their achievements at home. This encourages their involvement in their child's learning. However, staff do not always gather full information on children's development prior to them starting. This has an impact on how effective the initial planned activities are in supporting their capabilities. Staff work closely with other agencies involved in supporting children's development. They share information on the children's achievements and work

together on identified goals set to help them make progress. This contributes to providing a cohesive approach for children's learning.

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

Children learn to be kind and respect others. For instance, they show concern when they see a younger child is upset and they share out their play dough. Staff keep consistent boundaries and routines during the day, which helps children know what will happen next. For example, children recognise the routine of washing their hands before eating. This contributes to preventing cross contamination in some aspects of their care. Staff provide a safe quiet space for children to rest or sleep. Each child has a named blanket or sleeping bag and staff read stories to help children settle. As a result, children are able to have sufficient rest to promote their good health. Staff support children's toileting requirements and offer appropriate assistance to young children who are potty training. This helps to enable children to develop their self-care skills and promotes children's overall well-being.

Staff learn key words of children's first languages, which helps children feel valued and promotes inclusion. Staff make attractive displays of photographs, traditional costumes and artefacts from other cultures around the play areas. This encourages children's awareness of different ways of living within the world.

Staff support children's physical development and their enjoyment of exercise well. For example, they plan 'wake and shake' sessions for pre-school children in the mornings. Babies crawl and roll over soft, colourful rugs and blankets. Toddlers have fun climbing over and under bars on the climbing frame. They smile as they slide down onto a soft mat. This supports children in keeping themselves fit and healthy. In addition, pre-school children use mats and benches to learn how to balance, climb and roll. Staff encourage children's independence skills in these sessions as they change into their exercise clothing. This helps to prepare children with the skills they will need as they move onto school.

Children play in colourful, well-laid out rooms. Staff organise toys and resources overall to enable children's independent choices. This supports their spontaneous ideas in play well. For example, children enjoy playing in the setting's wood shed where they can access a range of tools and woodworking equipment. They climb up a small stepladder to 'mend' a broken shelf with their drill. Children know they must wear their 'hard hats' and 'reflective jackets' and be careful when using the tools. This encourages their awareness of keeping themselves and others safe in their play. Staff plan cooking activities, which will promote children's awareness of nutritious foods. For instance, they make bread, soup or pizza. Children are provided with a well-balanced menu of meals. They are able to access fresh drinking water during the session. Staff give each child time to finish their food and drink, which helps to promote children's well-being effectively. Consequently, children's understanding of healthy living practices is satisfactorily promoted.

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

Overall, staff have developed a satisfactory awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. For example, staff have completed recent safeguarding training and understand the procedures to follow should a concern arise. This promotes children's welfare. Suitable recruitment systems for assessing the suitability of staff are in place. For instance, appropriate checks and references are taken up on new staff. Any adults whose suitability has not been fully checked are not left unsupervised with children.

Staff meet the adult to child ratios for the differing age groups of children, with almost all staff holding appropriate childcare qualifications. Management implement supervision and appraisal systems, which support staff in continual development. However, staff do not consistently follow some aspects of nursery procedures. For example, when children become unwell at the setting, staff do not promptly contact their parents or keep children away from others. This does not effectively prevent the spread of infection. Nonetheless, staff do make children comfortable and stay with them when they are unwell. In addition, risk assessments are completed to help keep children safe, but at times the gateway to the kitchen and door to the office area are left open. Babies' use of some play resources is not fully assessed. Staff supervise children well overall, which means the impact on children's well-being is low. However, staff have not identified these issues as needing regular checking through their assessments of possible risks. These are breaches of legal requirements. The provider does not meet the requirements of the Childcare Register.

Parents say they are very happy with the setting and feel their children are progressing well in their learning. Written feedback shows parents feel staff are friendly and provide children with lots of exciting activities. Parents learning English as an additional language are supported well as necessary documentation is translated for them. This helps parents feel welcomed and well-informed about the provision. Staff are implementing suitable procedures for completing the required progress check for two-year-old children. They summarise children's learning in liaison with their parents and assess any areas where additional support may be required. Staff also track children's progress through their learning journals, which helps them identify any gaps in their development. Therefore, children's development is regularly monitored. Management continue to evaluate most aspects of the provision, which helps to promote ongoing improvement. Children's personal care routines have been reviewed and improvements made. For example, staff continue to review the layout of play areas to provide interesting and inviting child friendly spaces.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

## 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>	EY297019
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	903229
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	92
<b>Number of children on roll</b>	175
<b>Name of provider</b>	Elaine Arrundale
<b>Date of previous inspection</b>	18/01/2011
<b>Telephone number</b>	01225 776799

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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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