

# Wollaton Village Day Nursery (Bramcote)

Chapel Street, Bramcote Village, Notts, NG9 3HB

<b>Inspection date</b>	02/10/2013
Previous inspection date	02/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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		2
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 sit and engage well during adult-guided experiences. This is because staff effectively question children, which maintains their interest and promotes their communication skills.
- The friendly, caring and enthusiastic interaction between staff and children help them form secure attachments and effectively supports their emotional well-being.
- Children behave well and are confident because staff provide clear guidance and consistently praise and acknowledge their achievements.

### It is not yet good because

- Ongoing observational assessments are not always used effectively to identify next steps for learning. This results in staff not consistently using this information to plan future learning experiences for each individual child to aid their continuous development.
- The sharing of information with parents about their children's next steps in their learning are not robust, which means they cannot fully support children's learning at home.

## 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 completed a joint observation with the manager.
- The inspector spoke to the owner, manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, and a range of other documentation.

## Inspector

Sharon Alleary

## Full Report

### Information about the setting

Wollaton Village Day Nursery was registered in 1995. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single story premises in the Bramcote area of Nottinghamshire and is a family run business. The nursery serves the local area and is accessible to all children. It operates from three dedicated playrooms and there is an enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, one holds appropriate early years qualifications at level 4, seven at level 3 and two at level 2. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 60 children attending. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- ensure observational assessments are used more effectively to identify children's next steps for learning. Then use this information to plan future purposeful learning experiences for each individual child.

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

- build on the sharing of information with parents about their children's next steps in their learning, in order to better support their learning at home.

## Inspection judgements

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

The manager and staff have a sound understanding of the learning and development requirements and how to interact with children. They recognise that children learn through play and provide a warm and welcoming environment where children feel confident and secure. Staff observe and assess children while they play and track the children's achievements suitably across all areas of learning. However, staff are not consistently using these observations to identify and plan appropriate next steps for each child's future learning experiences. This results in children not always making best progress across all areas of learning. Staff spend time talking to parents at the initial visit to find out what

children can do before they start at the nursery. This enables them to create realistic starting points to meet children's development needs. Staff also complete the 'progress check at age two' to aid early identification of children's learning needs.

Teaching is, generally, satisfactory with most staff displaying sound teaching techniques. Children are confident learners who happily talk to the inspector about what they are doing. For example, children begin to develop literacy skills as they have opportunities to write familiar words, such as their name, and draw familiar faces as they create visitor's badges. They are excited to share their 'matching badges' with the inspector. Staff are on-hand to provide all the resources the children need. Staff interact with children as they play and they listen to and show an interest in what they say. Consequently, children develop positive relationships with staff and speak confidently. Staff consistently use language which encourages children to be creative and to think critically. As a result, children know what they enjoy and explore new ways of doing things or extend original ideas. For example, during outdoor play staff introduce ribbons and talk about how they blow in the wind. Children come up with the idea of tying the ribbon to the handle of the scooter to make them stream out as they whizz along.

Friendships are appropriately fostered. For example, pre-school children extend and elaborate on play ideas with visiting older children as they play at being super heroes. Toddlers enjoy singing familiar songs, such as 'Walking through the jungle', they enthusiastically follow the actions. This supports listening and attention skills and expressive arts talents. Pre-school children have opportunities to develop their technology sufficiently, as they use the computer to access popular, child-friendly websites. The computer mouse proves to be, 'no problem'. Staff promote children's mathematical skills adequately. For example, during the routine the children count how many children are lined up to go outdoors. Children have an understanding of the world as they discuss and discover a range of harvest vegetables. For instance, staff encourage children to think and talk about the growing cycle and to consider the end product by touching and smelling it. The children develop their understanding of size variation by ordering the carrots, smallest to biggest. The end result is a delicious vegetable stew that the children enjoy for tea.

Babies develop their small and large physical skills indoors as they access a dedicated play space and have resources accessible to them, such as push-along and cause and effect toys. They have opportunities to develop early movement skills in adult guided experiences as they investigate brushes, paper and paint. Babies create early marks and show delight as staff extend this, generally, well by demonstrating how to use the brushes and paint. Opportunities like these also enable children to express their feelings and explore different materials. Parents are encouraged to look at their child's development files at any time. Babies receive a daily communication diary and these parents are also encouraged to put a comment on the observation tree. Staff in the toddler and pre-school rooms share their observations of children's achievements with parents as they arrive to collect their children. However, more frequent arrangements to share children's next steps in their learning are not fully maximised. As a result, parents are not consistently informed in order to ensure continuity in their children's learning at home.

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

Each child and parent receives a warm welcome and is greeted by friendly staff who take time to talk and share information. All children enjoy a warm and close relationship with staff in the setting, especially their key person. They feel secure and, as a result, they are independent in exploring their environment. Parents share information regarding their children's abilities, routines and needs during their settling in session at nursery. All children enjoy cuddles and close contact with staff. Children seek to interact with visitors to the setting and confidently ask questions and talk about the setting and their friends. Children learn to behave well from the examples set by staff and from each other and, as a result, their behaviour is consistently good. Staff provide children with clear boundaries and guidance and any minor incidents are dealt with sensitively and fairly. They are learning to respect and tolerate each other's differences because staff encourage them to share and take turns. On the day of the inspection the nursery had a small number of primary school age children re-visiting for the day. These children were polite, caring and respectful towards the younger children. It was a pleasure to see the two age groups playing together harmoniously.

Staff encourage children to learn about safety effectively. For example, children are reminded to walk indoors. Furthermore, they practise regular fire drills, which help the children learn about how to keep themselves safe in an emergency. Children take responsibility for their own safety as they mop up water from the water tray. Snack and meal times are social occasions where children sit together to enjoy their food and one another's company. Staff use planned activities as a learning opportunity to talk to children about foods that are good for them. For instance, the children make vegetable stew that they subsequently eat for tea. The nursery cook caters well for children's individual dietary needs. During the week the cook joins the children for a cookery session. Children are becoming increasingly independent as they manage their personal care; they wash their hands for snack and use the toilet independently. Babies are encouraged to hold their spoon and feed themselves. Good hygiene practices are observed by staff, for instance, aprons are worn for meals times and nappy changing. Staff consistently wash their hands before preparing food and after wiping noses.

The nursery organise toys and resources very well in all rooms and supervise children effectively. Babies and young children move around freely, making choices about what they want to play with. This supports their growing independence and the areas have been developed through the children's interest. For example, a doctor's role play, this follows on from a visit from parents who are doctors. Children enjoy spending time outdoors in the fresh air and take part in activities to develop their physical well-being. For example, they whizz around on bikes and play a game of hopscotch. Children are supported well by all staff as they move to other rooms in the nursery. The key person prepares a transition document to ease the handover. Moves are smooth and easy and this is due to the staff knowing all the children. Teachers from the feeder schools are invited to visit the children at the nursery. Staff provide the school with a summary sheet of the children's achievements. This enables children to receive a consistent approach to enhance their development and provide continuity of care and learning over time.

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

The manager and staff have a sound understanding of the Statutory framework for the Early Years Foundation Stage. The safeguarding and welfare requirements are understood and established policies and procedures underpin practice within the nursery. Staff are alert to possible signs of abuse and neglect and the procedures to follow should they have any concerns about a child in their care. There is a clear policy and procedure for mobile phone and camera use in the nursery. All staff are aware of this and phones are kept in the manager's office to ensure children are protected.

The management team is aware of the importance of monitoring the educational programmes and, generally, there is a suitable system to track and monitor children to ensure every child is making progress within all areas of learning. Recruitment procedures are sound and together with background checks, induction training, performance management systems and team meetings, means that staff are suitably equipped to fulfil their role. No member of staff is permitted unsupervised access to children in the nursery without the necessary suitability checks. The nursery benefits from a well-established staff team that are committed to working together to improve outcomes for children. Performance management of staff, which includes appraisals, are used to identify the future training needs of staff. For instance, a room leader is supported to attend a leadership course to continue her professional development.

Clear and concise risk assessments are used to identify potential risks to children both within the setting and when on outings. These are regularly monitored and reviewed, along with daily checks to further support children's safety. A range of policies and procedures are in place and made available to parents, enabling them to have an awareness of the setting's responsibilities to support children's safety and well-being. Suitable reflective practice takes place and the manager and staff have addressed the previous recommendation made at the last inspection, which shows a capacity to improve. Recent developments have included the introduction of a relatively effective new assessment and planning process that considers starting points for activities. The manager is continuing to further improve the planning and assessment process by taking advice from the nursery chain's area manager and the local authority early years support team.

Effective partnerships with parents have been established. Information about the nursery is shared with parents at the registration visit. This is through verbal discussion and the sharing of documents, such as the policies and procedures. Useful information is displayed in a prominent position in each room. For example, information for parents about what to do if they wish to make a complaint and the day's menu. Therefore, parents are informed about many aspects of the service. Parents are happy with the service provided. For example, they share that they really appreciate how sensitive the staff are towards their children as they settle into the nursery. They also appreciate the support offered to them as parents as they separate from their children. Systems are in place to liaise with other

providers the children may attend, to ensure information is shared about their learning. The manager also understands the importance of liaising with other professionals, so that children's individual needs are suitably supported.

### **The Childcare Register**

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

The requirements for the voluntary 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>	253122
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	932055
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Wollaton Village Day Nurseries Ltd
<b>Date of previous inspection</b>	02/04/2013
<b>Telephone number</b>	0115 9222 454

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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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