

Wollaton Village Day Nurseries Ltd

52 Church Street, Eastwood, Nottingham, Nottinghamshire, NG16 3HS

Inspection date	12/09/2013
Previous inspection date	27/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
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		2

The quality and standards of the early years provision

This provision is good

- Children are well-settled, happy and content because they have plenty of visits and practitioners take time to get to know them before they start. This is particularly noticeable with the funded two-year old children who have only been attending for two weeks, as they happily explore their new environment.
- The manager has developed very good ways of monitoring the curriculum to ensure all groups of children make the best progress in their learning and development.
- The whole nursery team is keen to continually improve practice to make sure it best meets the needs of the children who attend.
- Partnerships with parents and other professionals are strong. Consequently, children's individual needs are well met, particularly those with special educational needs and/or disabilities.

It is not yet outstanding because

- There is scope to develop further children's already good knowledge and understanding of diversity, for example, by providing more resources that reflect their similarities and differences.
- There is scope for practitioners to more effectively promote parents' knowledge of the benefits of providing key words in the child's home language.

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 children during activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the owner, manager and practitioners at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Joanne Gray

Full Report

Information about the setting

Wollaton Village Day Nursery (Eastwood) was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is located in the Eastwood area of Nottingham and serves the local and wider community. It is part of a small chain of three privately owned nurseries. The nursery opens Monday to Friday all year round, except on bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. Children are cared for in three rooms and have access to an enclosed area for outdoor play and learning. The nursery also provides before and after school care for children up to the age of 11 years.

There are currently 86 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. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications, including two with Early Years Professional Status.

What the setting needs to do to improve further

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

- increase opportunities for children to learn about the similarities and differences between themselves and others, for example, by displaying photographs at child-height around the nursery and making books about the children's families and celebrations
- help parents to fully understand the importance of providing key words in the child's home language to enable practitioners to show children how to pronounce or use these words by responding and repeating them in English.

Inspection judgements

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

Practitioners have a good understanding of the Early Years Foundation Stage and know that children learn through play and first-hand experiences. They use their observations of the children to target their next steps in learning. Practitioners working with the youngest children concentrate on extending their prime areas of learning. This is because they

recognise that these are the areas that form the foundations for children's future development. The observations and assessments demonstrate that children are making good progress towards the early learning goals and are learning a good range of skills to prepare them for school. The nursery holds regular open evenings and parents are invited to come along and play with their children to gain a first-hand insight into what they are learning. Their children's key person also shows them their children's development folder and shares ideas about how they can extend their learning at home.

The language development of babies and children is fostered well because practitioners use the 'OWL' approach and observe, wait and listen to children. This means children have time to process their words before practitioners speak to them again. Children listen well in large groups because practitioners sing an action song with them to 'get rid of all the wriggles' before they begin. Practitioners involve all the children and they concentrate well, even though some of them have only just started at the nursery, and join in with the songs and rhymes. Children learn to count and subtract as they pretend to buy their 'currant' buns from the shop and see how many are left. Practitioners encourage children to think about how to solve problems. For example, when the train set needs putting back together they ask 'can you remember how you did it last time'. Children are supported to persevere in their learning because practitioners offer them specific praise, such as, 'you're doing really well' and 'you are really good at fixing the track together'.

In the toddler room children choose books from a wooden book case, the books are appealingly displayed and this means children are attracted to them, so they are developing a love of books. They enjoy sitting under drapes in the quiet and cosy book area and looking at them or sharing them with practitioners. Children are learning how to use technology for a variety of purposes as they complete programmes on the computer or press buttons on electronic toys. Babies are developing an understanding of the natural world because they play with a variety of natural objects. Some resources and activities are used to develop children's awareness of diversity and the wider world. For example, they learn about festivals such as Chinese New Year because practitioners bring in resources for them to play with from the local Chinese restaurant and they try Chinese food. However, there is scope to improve the range of books and photographs, which represent children's diverse backgrounds and physical characteristics, so they learn to appreciate and value each other's similarities and differences.

Children who speak English as an additional language are confident and settle well in the nursery because they are supported effectively. For example, labelling in children's home languages promotes their communication and literacy development. However, there is scope for practitioners to explain to parents the benefits of providing key words in their child's home language to build on this even further, to extend children's spoken English skills in meaningful ways. Children who have only been in the nursery a short time join in with songs and rhymes which shows that they are already confident in the nursery. Practitioners also use actions with the songs so children are also developing a good understanding of the meaning of the words. Practitioners have also attended 'signs and symbols' training and use the visual signs around the room to help children become familiar with the routine and activities on offer.

Babies have plenty of space in their large room to practise their physical skills.

Practitioners give the youngest babies plenty of opportunity to be on their fronts, this 'tummy time' is good for extending their muscle control and helping them learn to crawl. Children enjoy free access to paint and craft activities which extend their creative development. For example, toddlers enjoy exploring the texture of paint, making handprints and marks on their paper. Practitioner's play alongside children and provide brushes to help those reluctant to get their hands dirty to gain confidence.

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

Children have formed strong attachments with practitioners and their well-being is effectively promoted because there is a well-established key person system in the nursery. There is a useful photographic display outside the toddler room, which helps remind parents who their child's key person is. Practitioners find out about children's needs and interests from parents before they start at the nursery, so they meet their needs well from the beginning. The nursery has a homely atmosphere, particularly in the baby room, this means children, parents and visitors feel welcome. Children are prepared well for moving rooms within the nursery because they have lots of visits before they move. They are also supported for their move to school because their key person visits the schools they will be moving to with the children. Teachers are also invited into the nursery and the manager attends transition meetings to share information about children's care and learning needs. This helps reassure the children about their next steps in their learning and means teachers get to know about the children's needs and personalities before they move.

Children's behaviour in the setting is good because practitioners are positive and consistent role models. They remind the children about the nursery behaviour 'promises' which are to share and be kind to others. Therefore, children play well together and are developing friendships with their peers which promotes their personal, social and emotional development. Children learn how to keep themselves safe because practitioners explain to them that they need to walk carefully inside or they may slip and hurt themselves. Children have opportunities to be active and are learning about the benefits of physical activity because they have access to a large outdoor play area, where they have plenty of room to run around. Practitioners support children to take risks in their play as they stand back and encourage them to climb up the large climbing frame on their own. They are encouraged to persevere in their learning as they are told 'come on you can do it' and they are soon confidently climbing to the top and sliding down. This promotes children's physical and emotional well-being and their self-esteem.

Children are becoming independent as they take themselves to the toilet and wash their own hands afterwards. They are also given time and support to put on their own coats before they go out to play and can choose the activities they want to take part in. At mealtimes children confidently pour their own drinks and serve themselves. They are provided with healthy meals and snacks, for example, spaghetti bolognese with garlic bread for lunch and sliced melon at snack time. This means they are learning about the importance of a healthy diet.

The effectiveness of the leadership and management of the early years

provision

Children are safeguarded well in the nursery because all practitioners have a good understanding of the safeguarding procedures and have all received appropriate child protection training. The building is safe and secure because the reception is monitored so only those authorised to do so can collect children. Secure recruitment, vetting and induction processes ensure that all those working with children are suitable to do so and understand their roles as soon as they start. There are records of all staff suitability checks, including those completed through the Disclosure and Barring Service. Although, while the disclosure number is recorded for all staff, some dates have not been included, this is part of the requirement. However, as there is no risk to children because the manager discusses ongoing suitability with the staff as part of their appraisal and she fully understands the need to record the dates in the future, this has not had an impact on the outcome of this inspection. Practitioners and parents are given an easy to understand breakdown of all the nursery's policies and procedures before their children start at the nursery. This means everyone is familiar with how the nursery is organised and understands their role from the outset. Ratios are maintained throughout the day and children are well-supervised because the manager carefully plans staff rotas. These rotas are planned in advance because the nursery is very flexible with parents and accommodates a range of varying shift patterns for them.

Children's safety is given high priority in the nursery and practitioners carry out daily checks on the environment to make sure it is safe for them. Risk assessments are very thorough and the manager reviews them every year and when circumstances determine a need. For example, a recent incident involving an older child attending after school club has seen a change in collection procedures for both the school and the nursery. In addition, children in the afterschool club have been involved in more discussions about holding practitioner's hands and waiting to walk the short distance back to nursery together. The manager keeps robust records of any incidents and understands the importance of informing Ofsted if they are of a significant nature. Accidents are well-recorded and parents are informed of them and asked to sign the accident sheet when collecting children from the nursery. The manager and the majority of the practitioners hold current paediatric first aid certificates so there is always someone available to attend to children if necessary. This also means that all practitioners collecting and dropping off children at nearby schools are qualified in first aid.

Practitioners have a secure knowledge of the Early Years Foundation Stage so they can plan stimulating and challenging experiences for the children. They make observations of the children and record them in their individual assessment folders and complete regular development reviews. Room leaders then collate this information to track children's progress across each age group. They also break down the information to show how well boys and girls are doing in their learning and development. This means they can effectively identify any gaps in children's learning, or between different groups of children, and make any necessary changes to planning to make sure children reach their full potential. All practitioners have yearly appraisals and regular supervision, they work with the manager to review their own progress and identify any training needs. The manager also consults with practitioners to gain their views about improvements to the nursery

during monthly staff meetings.

Partnership with parents is effective because practitioners establish good relationships with them from the start. Parents speak highly of the nursery and say the manager goes 'that extra mile' to make sure they get lots of information about what their children are doing. In addition, parents are asked to contribute their ideas for improving the nursery by completing regular questionnaires. The nursery works very closely with other professionals to support children with special educational needs and/or disabilities. They also access additional funding to provide one-to-one support for individual children where needed. Consequently, all children make good progress in their learning and development. The nursery has good two-way relationships with other providers that children attend which means there is continuity in their learning.

The manager has a good understanding of the Statutory framework for the Early Years Foundation Stage and uses her knowledge to reflect on the practice at the nursery. This helps to ensure the nursery makes improvements which are based around accurate self-evaluation.

The Childcare Register

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

Unique reference number	253113
Local authority	Nottinghamshire
Inspection number	936021
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	100
Number of children on roll	86
Name of provider	Wollaton Village Day Nurseries Ltd
Date of previous inspection	27/07/2009
Telephone number	01773 711721

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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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