

# Wellington Day Care

Sure Start, Wellington Centre, 52 Chevallier Street, IPSWICH, IP1 2PB

## Inspection date

05/08/2014

Previous inspection date

05/03/2012

## 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

- Staff have a good knowledge of how children learn. Good assessment methods in place ensure that children's individual learning is catered for. Therefore, all children make good progress in their learning.
- Children form very good attachments to their key person and other staff members. Children are happy and confident and make good progress with their social skills and independence.
- Staff give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy.
- Partnerships with parents are very good. They have lots of opportunities to contribute to their children's learning and voice their opinions on the running of the setting.
- Management have a positive attitude to continually developing their practice. Staff are supported very well and this has a positive impact on children's experience at the setting.

### It is not yet outstanding because

- Staff do not always consistently allow children enough time to think of their responses to questions. Therefore, on some occasions, children have fewer opportunities to further extend their critical thinking skills.

## 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.

## Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector had a meeting with the manager.
- The inspector spoke to staff, children and parents.
- The inspector looked at policies, procedures, risk assessments, other relevant paperwork, staff qualifications and evidence of suitability.
- The inspector had a tour of the setting.
- The inspector looked at children's assessment records and discussed children's progress with staff.

## Inspector

Daniella Tyler

## Full report

### Information about the setting

Wellington Day Care was registered in 2007 and is on the Early Years Register. It is situated within Wellington Children's Centre, in Ipswich, Suffolk. It is run by a limited company by guarantee with charitable status. Children are cared for in one main room and occasionally access a side room for planned small group work. The provision also includes a laundry room, kitchen, dining room and office. Children share access to an enclosed outdoor play area. The setting employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, one holds level 4, one holds level 5, one holds level 6 and two hold Early Years Professional status. The day care operates Monday to Friday, 50 weeks a year. Sessions are from 8am until 6pm. Children attended for a variety of sessions. There are currently 32 children on roll who are in the early years age group. The setting provides funded early education for two-three and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives support from the local authority.

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

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

- enhance already good teaching strategies by allowing children more time to respond to questions so they further extend their critical thinking skills.

### Inspection judgements

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

The quality of teaching is good. Staff have a secure understanding of the learning and development requirements and successfully implement them to support individual children's learning. Therefore, all children make good progress. Children have access to a well-resourced and stimulating environment where they can freely access a range of resources to support their learning. Staff provide well-tailored additional support for children who speak English as an additional language. For example, visual timetables and signs of the children's home language help them make good progress. Children with special educational needs and/or disabilities are happy and settle well. Staff are good at supporting children to initiate their own learning. For example, when children ask if they can paint their feet, staff provide them with a range of mark-making materials. Children are then able to extend their learning by mixing the paints and develop their knowledge of colours. Staff support children's communication and language well. Staff maintain eye contact with the children when they are speaking to them. Children speak confidently and clearly during their play. For example, children sit in the role-play area and say things, such as 'Would you like a cup of tea?' Staff engage children in purposeful play and use effective teaching strategies to challenge children in their learning. However, staff do not always consistently allow children enough time to think of their responses to questions.

Therefore, on some occasions, children have fewer opportunities to further extend their critical thinking skills.

Staff effectively implement the learning and development requirements. Key persons routinely observe, assess and evaluate children's progress. Staff use this information about what children can do to plan challenging next steps for them. Staff provide a broad range of interesting and challenging activities for children, which inspire and motivate them to learn. For example, children plant and grow vegetables and fruit. Children become curious and inquisitive about how they grow and when they are ready for them to eat. Children learn key skills needed for starting school. For example, staff provide writing materials around the environment so children have opportunity to develop their literacy skills. There are many labels in the environment so that children start to recognise familiar words. Cosy areas are provided to encourage children to independently look at books for pleasure. Staff support children to develop their mathematical skills. For example, they use mathematical language and support children to recognise numbers in their play. Staff support children's understanding of the world. Children are routinely given opportunities to accompany staff on outings, such as a trip to the post office or the bank. During these trips, children develop their awareness of different people, their occupations and ways of life.

Parents are very involved in children's learning. They receive information about their children's next steps and how they can support their development at home. Therefore, children experience consistency between home and the setting. Staff obtain information from parents about their children on entry to gain children's starting points. This enables staff to plan activities that interest and challenge children. In addition to this, when staff complete children's progress checks between the ages of two and three years, parents are asked to contribute to these. Parents have regular access to children's learning journals where they can add their own observations and comment on staff's observations and assessments. Parents comment that they are very happy with their children's progress since they started attending the setting.

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

Staff are very in tune with children's emotional needs. They obtain information from parents when children first start about their care needs, routines and backgrounds, and provide settling-in sessions. This allows staff to get to know the children very well and provide them with resources and activities that will help them feel at home. Therefore, children experience a smooth move from home and settle well. Parents comment that they are very happy with the level of care their children receive. Children are happy and confident to approach other children, adults and visitors. Staff have made good links with local schools. Children make trips to their school and meet their teachers. Staff provide resources, such as school role play, for children to prepare them emotionally for the move to school. Children's latest reports of their development are shared with teachers so they are aware of children's individual learning styles and needs prior to them starting. Therefore, children experience a smooth move into Reception class.

Staff provide a well-resourced environment that allows children to freely access a range of

activities and resources. As a result, children build their self-esteem and gain confidence as they make their own choices. Children are very independent and staff encourage them to build on these important skills ready for school. For example, staff support children at the dinner table to scrape their plates, pour their own drinks, wipe the table and stack away their chairs. In addition to this, staff support children to develop important self-care skills. Children wipe their own faces, put on their own shoes and access the toilet independently. Staff support children to understand the importance of a healthy lifestyle. Children are provided with healthy snacks and home-made meals, and staff remind them why healthy food is good for them. Children regularly experience physical exercise indoors, outdoors and on regular outings. For example, they regularly play sport activities in the outside area, such as tennis and football.

Staff safeguard children very well. As a result, they feel safe and secure. Children are well behaved and staff have high expectations of their behaviour. Staff use positive language when reminding children how to behave. For example, they remind children to wait their turn when speaking in a group activity. Children learn to share and play cooperatively with their peers. For example, staff use a timer and remind children to share when they disagree over a toy. Staff are good role models and promote good manners. Children say things, such as 'Excuse me please.' They learn about their own safety and how to keep themselves safe. Staff remind children to walk sensibly through the setting, and children use a walking line resource when they make trips to the shared outdoor area. Children understand that they cannot leave the outdoor area unless they are with an adult. They learn to manage risk as they play on large play apparatus, such as a rock climbing wall and climbing frame. Children regularly take part in evacuation procedures to ensure they know what to do in an emergency.

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

The manager has a good knowledge of the safeguarding and welfare requirements and these are effectively embedded into staff's practice. She is also fully aware of the requirement to notify Ofsted of any significant event that may impact on the well-being of the children. All paperwork that supports children's safety is in place. All staff have Disclosure and Barring Services checks in place and are suitable to work with children. Accident and incident records are completed and reviewed by management to address any areas or equipment that could be hazardous. Routine risk assessments of the indoors, outdoors and outings ensure children's safety. All staff have completed safeguarding training and fully understand their roles and responsibilities to protect the children in their care. For example, all staff have a very good knowledge of the signs and symptoms of abuse and what to do if they have concerns about a child or another member of staff. The premises is very secure and all doors require staff to use a security key. Therefore, this ensures that children are unable to leave the premises unsupervised and prevents intruders from entering the premises. All staff have current paediatric first-aid training, ensuring that children are protected in the event of an accident.

The management have a positive attitude towards continually improving their practice. Self-evaluation is good and accurately highlights the management's targets for

improvement. A particular strength is the staff's partnership with parents. Parents regularly contribute to their children's learning. The deputy manager has recently created a parent voice group, and this enables parents' views to be heard. Parents also recently attended a mathematics information evening. This advised them about what staff were doing to improve children's development in this area. Parents also receive information on how they can support mathematics at home. Parents would recommend the setting to others and are comfortable to approach staff with any concerns they have. The manager plans to further improve the partnership with parents with the use of newsletters, forest schools and regular outings. Therefore, children's learning is supported at home and at the setting.

The manager monitors and evaluates the educational programmes on a regular basis. This ensures that any gaps in groups of children's learning are quickly identified and addressed. For example, the manager has recently identified that children's progress is lower in mathematics than in other subjects. Staff have implemented a mathematics area with new resources to support children's progress. The manager has high expectations of her staff. Staff have regular supervision with the manager where further training needs are addressed. The manager regularly observes staff's practice. Staff regularly take part in peer observations to ensure a culture of continuous improvement, and attend training to further support their practice and skills. They cascade their knowledge gained at training to the other staff at team meetings. Giving this responsibility to staff ensures that they feel valued and supported. Therefore, staff are highly motivated and passionate about their work. Staff understand the positive impact their qualifications and training have on the children's learning and development.

Parents are very much involved in the running of the setting. They regularly attend the parent voice group, parents' evenings and outings. Staff have built up successful relationships with parents and this has a positive impact on children's time at the setting. The management have built up strong partnerships with other settings to enable them to share information to further support children in their care. The manager regularly meets with the early years group to discuss ways in which they can improve outcomes for children. Staff have made strong links with the children's centre they share the site with. They also have good communication with family support workers and health visitors, who they work together with to support children and their families. Partnerships with local schools ensure that children are well supported with the move to mainstream education.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY363236
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	863774
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Wellington Daycare
<b>Date of previous inspection</b>	05/03/2012
<b>Telephone number</b>	01473 283785

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

