

Wollaton Village Day Nurseries Ltd

Wollaton Village Day Nursery, 741 Wollaton Road, Wollaton Village, Nottingham, NG8 2AN

Inspection date	22/10/2014
Previous inspection date	12/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The quality of teaching is good and focuses on children's individual learning needs and dispositions. Therefore, children are motivated to learn and develop the skills and attitudes to learning needed for school.
- The staff implement effective monitoring and tracking systems to ensure that targets for children's future development are identified and that continuous improvements are made.
- The provider ensures that all staff have a good knowledge of how to safeguard children.
- Managers have a secure understanding of the requirements of the Statutory framework for the Early Years Foundation Stage and ensure that these are implemented by all staff.

It is not yet outstanding because

- Staff do not fully maximise opportunities to involve all parents in their children's learning and development, for example, by helping them to regularly share what they know about their child's achievements.
- Staff do not always offer children in the toddler room sufficient resources and support to fully extend their own play and ideas, which results in some learning opportunities

being missed.

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 held a meeting with the manager and spoke at appropriate times to staff throughout the sessions.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Tina Garner

Full report

Information about the setting

Wollaton Village Day Nursery was first registered in 1994 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose-built building situated in Nottingham. Care is provided in four rooms, where children are grouped according to age and developmental stage. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications. 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 58 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- strengthen the ongoing dialogue with parents, by encouraging all parents to regularly share their own observations about their child's learning, and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward
- enhance children's independent learning by improving opportunities for children in the toddler room to spontaneous play, through offering extended support and a wider range of supporting resources, to enable them to further initiate and extend their own play and express their ideas.

Inspection judgements

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

Through their planning and a good range of continuous play provision, staff ensure children access a wide range of activities, both indoors and outdoors, across all areas of learning. They organise these so that children of all ages make safe and independent choices in their play. As a result of these good teaching strategies, staff provide a stimulating and generally exciting environment for children to learn. For example, children are offered opportunities to learn about the world in which they live, which fosters their development in understanding the world. Children search for bugs and spiders outdoors and enjoy sensory experiences as they play in corn flour, water and sand. They use their imagination and creativity in the home corner as they use play foods to make soups and bake cakes. Children in the pre-school room enjoy dressing up and taking part in a wide range of creative activities, such as, painting, sticking and exploring play dough. These

activities stimulate children's senses and build on their natural curiosity to explore and investigate things. Staff are generally actively involved in children's play and they make good use of resources to encourage children to be active learners. However, staff in the toddler room do not always consistently support younger children to build on their interests and develop their own spontaneous play ideas. As a result, activities for children within this area are not always entirely maximised to ensure every opportunity is taken to extend their learning.

The quality of the teaching practice overall is good. Confident and skilled group room leaders make good judgements about the balance of adult-led and child-led activities. They know when to step in and extend children's learning to provide challenge. For example, pre-school staff talked to children about 2D shapes they were making and linked these to shapes within the environment. This helped children to extend their language and thinking as they talked together. Communication and language skills are further promoted by staff in the tots and baby room. Words which are new are repeated and staff skilfully provide a running commentary in play. This ensures that very young children, and children with English as an additional language, extend their developing vocabulary. Children's listening skills are supported across the whole nursery as they enjoy singing along to rhymes and join in action songs. Pre-school children's learning is further encouraged as song books have been created for them to take home and practice with parents. Children have access to a wide range of books which they enjoy looking at both independently and with staff support. This enhances children's early literacy skills and provides them with opportunities to see pictures and learn about the wider world.

Staff complete regular assessments, including the progress check for children aged between two and three years. Staff use robust observation and assessment systems to monitor children's progress across the seven areas of learning and identify what they need to learn next. This supports children's development as they move onto the next steps in their learning. Parents are invited for regular meetings and good levels of information are shared about their children's daily routines and activities through a range of appropriate methods. However, systems to encourage all parents to regularly share information about children's achievements at home are less well established, and there is scope to strengthen these arrangements to ensure that children benefit more fully from a more effective shared approach to their learning and development.

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

Staff clearly prioritise the well-being of children. An effective key person system and sound deployment of staff, help children to build secure bonds and a sense of emotional security. Clear information regarding children's needs is gathered prior to children starting, which supports their smooth entry into the nursery. Parents provide information about their child's likes, dislikes and interests, as well as details about important family members. Staff use this information to devise strategies to help children to settle well and engage in enjoyable activities. During the settling-in process, staff begin to develop positive relationships with parents. This provides a good foundation for working partnerships to support children with their development and learning. Staff incorporate this information into the care plans they put in place for individual children, for example with regard to

toilet training.

Children have regular access to the outside area, which is well designed and suitably equipped to allow for fresh air and exercise as well as many other learning opportunities. This ensures children's physical health and development is well supported. Children learn about being safe as staff gently remind them of safe practices, such as why it is important to walk and not run indoors. They take part in regular fire drills and are reminded why they need to pick toys up off the floor in order to prevent trips or falls. Spaces that children use are generally well organised to support children's play. Resources are generally stored at a low-level, which allows the children to access them independently and make choices regarding their own play. Children are familiar with the daily routines and they are learning to manage their own personal hygiene, as they wash their hands before eating and after messy activities. Staff make good use of these routines to remind children why good hygiene is important.

Children are confident to try new things and to share their views and ideas with staff and each other. Staff encourage children to develop their independence by giving them lots of opportunities to do things for themselves and offering lots of praise. Children manage their own needs with help from staff only when required. For example, older children go to the toilet independently and children put their own tops on to go outside, demonstrating their growing personal independence in readiness for school. Children behave well and are beginning to form close friendships with each other. Staff support these friendships by talking to children about their friends and being kind to each other. This promotes children's strong emotional well-being in readiness for effective learning and future moves to other early years settings or to school.

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

The overall leadership and management of the nursery is good. All staff have attended appropriate safeguarding training and have a secure knowledge and understanding of the signs and symptoms to look for, should they have any safeguarding concerns. Staff are fully aware of the provider's well-written policies and procedures, in addition a designated person has been appointed to take a lead role in dealing with safeguarding issues. The provider has implemented robust recruitment and selection procedures, for example, induction periods and completion of checks pertaining to staff suitability have been carried out. This helps to ensure the appropriateness of staff working with children. Staff give high priority to maintaining a safe environment for children to play and learn. They are vigilant in carrying out daily checks on all areas of the nursery and taking effective action to minimise any risks. Consequently, children are effectively safeguarded and staff fully understand their responsibility to meet the safeguarding and welfare requirements.

The management team, along with staff, have reflected on and continuously monitor the already good implementation of the learning and development requirements. The manager has implemented systems which ensure regular observations of staff practice take place, this empowers individual staff members to reflect on how they can improve practice. Formal supervision sessions are held for all staff. These assist staff to reflect on

their personal development and to discuss and plan any training needs. The manager ensures that regular checks of children's learning records are made, to help ensure staff are using their observations to assess and consistently monitor children's progress. The manager and staff regularly and effectively review and improve their practice. This has ensured that recommendations set at the last inspection have been successfully addressed. The provider uses the views of parents and staff to evaluate the work of the nursery, actively seeking parents' views through daily verbal discussions and questionnaires. In addition, staff have discussed with children what activities they enjoy and observed their reactions to experiences. This helps to ensure that children are making consistent progress, relevant to their individual needs and abilities, through ongoing focused observations and assessments.

Parents speak highly of the nursery and regard the staff as 'very knowledgeable and informative'. They appreciate how well staff adapt to children's routines and say their children love to come to the nursery. The manager and staff have forged valuable links with external agencies including, local schools, family support teams and speech and language therapists. This valuable support network has provided a highly effective backbone of care around the child which can be called upon by staff when necessary.

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	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

Unique reference number	254653
Local authority	Nottingham City
Inspection number	876547
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	58
Name of provider	Wollaton Village Day Nurseries Ltd
Date of previous inspection	12/05/2011
Telephone number	0115 9282239

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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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