

# Wellingtons Day Nursery

Wellingtons Nursery, 2 - 4 Regent Place, RUGBY, Warwickshire, CV21 2PN



## Inspection date

Previous inspection date

5 April 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Teaching is variable. Assessments of what children can do are not always accurate. Staff do not use what they know to plan and provide purposeful and challenging enough activities for children.
- The arrangements in place to accurately monitor the quality of the provision, teaching and children's progress are not fully effective.
- Staff do not always manage older children's behaviour effectively. Expectations and boundaries are not consistently clear to help children learn how to manage their own behaviour appropriately.
- Staff do not always gather sufficient information about children's prior learning when they first start at nursery. This means that next steps in learning are not always quickly identified and planned for.

### It has the following strengths

- Staff establish strong relationships with children. They create a warm and welcoming environment and overall, children enjoy their time at the nursery.
- Parents develop positive relationships with staff. They appreciate their support and welcome the daily feedback they receive about their child's day.
- The manager and staff have a secure understanding of child protection procedures and how to safeguard children's welfare. Children are safe and feel secure in the nursery.

## What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> <li>■ ensure assessments of children's learning are completed consistently so that staff have an accurate understanding of what children need to learn next; use this information to plan challenging activities and ensure any gaps in learning are quickly identified and addressed</li> </ul>	05/07/2016
<ul style="list-style-type: none"> <li>■ make sure that all staff use effective strategies to manage children's behaviour in an appropriate and consistent way.</li> </ul>	05/07/2016

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

- improve the arrangements for gathering information from parents to identify what children already know and can do when they first start, and use this information to plan for their next steps in learning
- improve monitoring systems to ensure that the quality of the provision, teaching and the progress that children make is good.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector viewed all areas of the premises used by children including the outdoor environment.
- The inspector carried out two joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents, staff and children during the inspection and took account of their views.

## Inspector

Claire Jenner

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Arrangements for monitoring the setting are not fully effective. Despite this, the new manager has begun to use self-evaluation to help her identify areas for development. Overall, she has a realistic awareness of what these are and has developed a plan to address them. The arrangements for safeguarding are effective. Staff are suitably deployed to support and supervise children. Recruitment procedures are robust. These include suitability checks for staff, volunteers and students and a clear induction procedure. This ensures that staff are confident with their roles and responsibilities. The manager takes the necessary steps to ensure that individuals remain suitable as part of the regular supervision arrangements. A full range of policies and procedures is in place and in the main, is implemented effectively. The newly refurbished and extended facilities are well maintained and welcoming with a broad selection of resources and equipment.

### **Quality of teaching, learning and assessment requires improvement**

Children have ready access to toys, equipment and resources that reflect their needs and interests. Babies and young children independently make choices about what they would like to play with indoors and outside. Staff join in with children's play. However, teaching is variable. Sometimes, activities lack challenge and staff are not always sure how they can extend and build on children's learning. Staff regularly observe children as they play. However, assessments of children's progress are inconsistently completed and some are inaccurate. This leads to gaps in children's learning. Staff do not always involve parents from the start in order to gather good information from home. They do not always have a clear enough picture of what children know and what they need to learn next. This limits the progress that staff can help children to make.

### **Personal development, behaviour and welfare require improvement**

The key-person arrangements are effective and staff promote children's care and welfare needs well. Staff sensitively attend to children's individual needs and follow routines from home. This helps children to settle and feel secure. Staff encourage children to share, take turns and be kind to one another. Younger children respond positively to staff's guidance and behave well. However, some staff are not fully confident in managing older children's behaviour effectively. This, occasionally, results in children behaving in an inappropriate way. Children are not always helped to learn what is expected of them or to take responsibility for their actions. Staff encourage suitable hygiene practice. Children have opportunities to develop their physical skills. For example, they participate in music, dance and yoga.

### **Outcomes for children require improvement**

Not all children are making as much progress as they could. There are weaknesses in the quality of teaching, learning and assessments. Children develop independence skills, for example, as they change their shoes and put on their coats. They learn to count and identify shapes and colours and enjoy practising their early writing skills in different ways. Children learn a range of skills that prepare them adequately for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY481771
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	992158
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Wellingtons Day Nurseries Group Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01788 541331

Wellingtons Day Nursery was registered in 2014. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and above, including the manager who holds a PGCE in education. The nursery opens from Monday to Friday for 51 weeks of the year. The nursery is closed on bank holidays and one week over the Christmas period. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of disabled children or those with special educational needs, and children who speak English as an additional language.

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