

Wally's Day Nursery

60 Shails Lane, Trowbridge, Wiltshire, BA14 8LN



Inspection date

20 April 2016

Previous inspection date

22 April 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Children are confident, settled and happy. They behave exceptionally well. Children make brilliant progress because the quality of teaching is consistently outstanding.
- Children take very positive steps forward in their learning. Staff make excellent use of ongoing observation and assessment to track children's development and, where necessary, to target teaching to help them catch up rapidly.
- Staff continually draw on their wealth of experience and excellent qualifications. They develop very positive and well-considered methods that help children who are learning English as an additional language.
- Children's emotional well-being is a priority for staff. Staff work with parents to provide a consistent understanding of children's needs and this helps children make great progress from their starting points.
- The management team continually reflects and evaluates. The team identifies staff development needs through very well-considered supervision sessions that help to ensure training has a really positive impact on children.
- The manager uses funding carefully to enhance experiences for all children. For example, children take part in specialist, and incredibly well-planned, exercise sessions. They improve their physical skills and independence in readiness for school.

What the setting needs to do to improve further

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

- continue to enhance and build on the excellent provision for those children who choose to spend much of their time outdoors.

Inspection activities

- The inspector sampled a range of documents including children's learning journals.
- The inspector spoke with parents and considered their views.
- The inspector carried out a joint observation with the manager.
- The inspector conducted a leadership and management meeting with the management team.
- The inspector observed staff interactions with children indoors and outdoors.

Inspector

Angela Cogan

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Management and staff have a fully developed understanding of safeguarding procedures and child protection issues. They successfully promote children's safety and welfare. Managers accurately and effectively reflect on the quality of provision to identify and address areas for improvement. For example, staff have developed a range of new resources using recycled materials to support children's play across the curriculum. Staff and management have built very positive relationships with other professionals. For example, the deputy works closely with the local children's centre and the local authority to share her skills by developing training programmes for other settings. Relationships with other settings are very well established. Children are very well prepared by staff for their move to school.

Quality of teaching, learning and assessment is outstanding

Children have plenty of opportunities to consolidate their learning and practise new skills. For example, they are enthralled as they learn to use scissors and snip flowers while making fairy potions with lots of interesting materials. Staff provide very exciting opportunities and are expert at extending children's play. For example, children make pretend ice creams and cakes with shaving foam and glitter. Staff skilfully use this as an opportunity to develop children's literacy and number skills. Children are mesmerised as they fill tubes with coloured water and test and explore their ideas. Children make links in their learning and strengthen their knowledge and understanding while they play.

Personal development, behaviour and welfare are outstanding

Children's behaviour is excellent. They enjoy exploring with their senses and use excellent social skills as they plan their games together. Children have lots of opportunities to go outside and get plenty of fresh air. They enjoy a very well-resourced outside classroom and go on many interesting local visits. The manager plans to develop the outdoor classroom to enhance this provision even further. Children have lovely emotional attachments with their special key person and this gives them a firm platform from which to make exceptional progress. This is particularly positive for children who have special educational needs or disability. Staff have built very effective relationships with parents and understand the needs of their local community and the families that attend.

Outcomes for children are outstanding

Children are eager to get involved with everything on offer. They play with increasing levels of independence and continually make discoveries. Children become completely absorbed in their play and use excellent social skills. For example, they happily share resources as they play independently with play figures and natural materials.

Setting details

Unique reference number	EY297019
Local authority	Wiltshire
Inspection number	1028072
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	92
Number of children on roll	104
Name of provider	Elaine Arrundale
Date of previous inspection	22 April 2013
Telephone number	01225 776799

Wally's Day Nursery, Pre-School and After School Club opened in 2004. It is situated in the centre of Trowbridge, Wiltshire. The setting is open from 7.30am to 6pm for 50 weeks of the year. The owners employ 12 members of staff, four of whom have attained Early Years Professional Status. All other staff hold relevant childcare qualifications at level 2 or level 3.

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