

# Wellingtons Day Nursery

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



## Inspection date

Previous inspection date

30 November 2016

5 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
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:

- Since the last inspection, the nursery has been experiencing a time of management and staff changes. Self-evaluation and monitoring processes are not yet used well enough to address all the weaknesses within teaching and improve the outcomes for all children.
- Staff do not consistently make the most precise assessments of children's abilities. Children requiring additional support do not always promptly receive the targeted help they need to reach their full potential.
- Children are not consistently motivated, interested or inspired to learn. Staff do not always plan and provide exciting, stimulating and suitably challenging activities that meet their individual learning needs.
- The arrangements for performance management are not good enough. Staff are not fully supported to gain all of the skills required to fulfil their roles. Children do not always benefit from quality learning experiences that promote their good progress.

### It has the following strengths

- Children's health, safety and welfare are promoted. The management team understands its duty to care for and protect children. A range of documents, policies and procedures relating to safeguarding is implemented.
- Staff are friendly and caring. They get to know children and their families well. Children form close attachments to key staff. They are happy, settled and relaxed.
- Partnerships with parents, professionals and other providers are established and a two-way flow of information is shared. This particularly helps to ensure children's care needs are met.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ make more-precise assessments of children's abilities and use the information to ensure that all children requiring additional support promptly receive the targeted help they need to reach their full potential	28/02/2017
■ improve the planning and provide consistently exciting, stimulating and suitably challenging activities that motivate and inspire children to learn, in order to promote their good progress	28/02/2017
■ improve the arrangements for the performance management of staff and ensure they are fully supported to gain all of the skills required to fulfil their roles at a good level, in order to provide children with good quality learning experiences that promote their individual learning needs.	28/02/2017

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

- strengthen the self-evaluation and monitoring processes to gain a more precise overview of the progress children make and the quality of teaching, in order to address any weaknesses and help improve the outcomes for all children.

## 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 completed a joint observation with the manager of the nursery.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as the nursery's policies and procedures, and evidence of the suitability of staff working in the nursery. The inspector also discussed the nursery's self-evaluation.
- The inspector spoke to parents and children during the inspection and took account of their views.

## Inspector

Josephine Heath

## Inspection findings

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

The management team does not yet reflect carefully on the overall progress children make or the quality of teaching. It has failed to identify all the weaknesses and take swift enough action to fully address them. Nevertheless, the team does aspire to improve. The arrangements for the supervision of staff and the professional development opportunities provided are not good enough. Children do not consistently benefit from quality learning experiences that continually improve. Nevertheless, most staff are well qualified and continue to access some training to keep up to date. This has a particularly positive impact on care practices. The arrangements for safeguarding are effective. The environment is risk assessed and daily safety checks help to ensure all possible hazards are minimised. Managers and staff have a good understanding of child protection issues and safeguarding practices. Children are protected from harm.

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

The quality of teaching is variable. Staff do not always make the most precise assessments of children's development. Furthermore, they do not consistently plan and provide activities that are interesting and exciting to promote children's good progress. Children sometimes refuse to take part. They struggle to persist with activities or become fully absorbed in their learning. Nevertheless, in the main, staff interact with children positively. They talk to children, add some explanations to their learning and show them how different resources work. For example, babies enjoy exploring a variety of objects they can combine and use in different ways. Toddlers delight in using instruments and props to sing familiar songs. Pre-school children enjoy experimenting with a range of construction materials to make models.

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

Although the environment is bright, welcoming and well resourced, children are not always motivated or inspired to join in with the activities and experiences provided. Children's physical well-being is effectively promoted. Staff teach children about the importance of living healthy lifestyles. They ensure children benefit from freshly prepared nutritional snacks and meals, adopt good hygiene routines and have access to plenty of fresh air. Children's emotional well-being is suitably fostered. Children behave well. They generally listen to staff and follow the simple rules that are set. Staff encourage children's efforts and celebrate their achievements. Children display suitable levels of self-esteem.

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

Some children do not yet make good enough progress in their development and those requiring additional support are not always supported well enough to catch up. Nevertheless, in the main, children acquire the key skills they need to move on to school. They are confident to play and explore. Children are independent. They manage their care needs and make choices about what they want to do. Children are learning to share and take turns. Most children can communicate. They listen to others, answer questions and express their ideas. Older children are developing some literacy and mathematical skills. They enjoy reading stories, learning about size and solving simple problems.

## Setting details

<b>Unique reference number</b>	EY481771
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1048009
<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>	70
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Wellingtons Day Nurseries Group Limited
<b>Registered person unique reference number</b>	RP904905
<b>Date of previous inspection</b>	5 April 2016
<b>Telephone number</b>	01788 541331

Wellingtons Day Nursery was registered in 2014. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. The nursery operates 51 weeks of the year. Sessions are available Monday to Friday from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disabilities and children who speak English as an additional language.

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