

Welbourn Gardens Day Nursery

Welbourn House Childrens Centre, Welbourn Gardens, Ermine East, Lincolnshire,
LN2 2DD



Inspection date	8 February 2017
Previous inspection date	12 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and deputy manager have made significant improvements since the last inspection. Supervision meetings are effective in supporting staff in their roles. The manager observes staff's practice and gives them feedback to help improve their knowledge and skills and achieve good outcomes for children.
- The manager and staff provide a safe and secure environment to support children's welfare. Unauthorised people cannot enter the building. Safeguarding procedures are shared with parents when their children first start attending to make sure they are aware of the child protection arrangements in place.
- Staff provide opportunities for children to learn about managing risks. For example, they give them safety knives to butter crackers and to cut up fruit and vegetables. Outdoors, toddlers ride on tricycles and negotiate a safe pathway to follow.
- Settling-in visits help children to feel emotionally secure in the nursery when they first start. Staff support children well when they move from room to room within the nursery to ensure they feel comfortable and settle quickly.

It is not yet outstanding because:

- Arrangements for professional development do not focus sufficiently on improving the overall quality of teaching, in order to help staff achieve excellent outcomes for all children.
- Staff do not provide enough opportunities for children to develop their interest in the lives of people who are familiar to them, or in different occupations and ways of life.

What the setting needs to do to improve further

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

- sharpen the focus of professional development on developing staff's good teaching skills further and increasing the potential for them to achieve excellent outcomes for children
- provide more opportunities for children to develop their interest in the occupations and ways of life of people who are familiar to them.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have completed child protection training. They are aware of how to identify if children are being drawn into situations that may put them at risk of harm. Staff provide parents with written information about any accidents their child has at the nursery. The manager has effective measures in place to review the effectiveness of procedures used to monitor children's injuries. The manager evaluates practice and with support from the local authority, has made many improvements to benefit the children. The deputy manager monitors the progress made by individual and groups of children. This has helped her to discuss with staff how any gaps in children's learning can be closed and to identify improvements to the environment.

Quality of teaching, learning and assessment is good

Staff are qualified and provide children with good quality teaching. They present children with a good range of activities and resources to support their interests. Observations and assessments are used effectively to identify children's next steps in learning. Staff in the toddler room help children to investigate and explore. They ask children what they need to add to dough to stop it being sticky. Children make suggestions and enjoy mixing the dough with flour. Staff ask children a good range of questions to help them to develop their problem-solving skills. For example, staff ask children if they know where toys are kept, so they can work out the best way to tidy up. Parents receive accurate information from staff about their child's progress.

Personal development, behaviour and welfare are good

Staff encourage children to be independent. Children wash their hands prior to eating and wipe their face afterwards. The cook provides children with a range of healthy foods. She gathers feedback from parents about what healthy meals they would like their child to eat and incorporates these into menus. Staff sit with children during mealtimes to help develop their social skills and to encourage them to try different foods. They use effective strategies to promote children's positive behaviour. For example, staff in the toddler room use soft toys to help children understand about 'listening ears, looking eyes, kind hands and walking feet'. Children are physically active in the garden and enjoy exploring the environment. Staff in the pre-school room have good partnerships in place with local schools. They share information about children's individual needs prior to them starting school. This supports continuity of care and learning for children.

Outcomes for children are good

All children, including those in receipt of funding, make good progress and are at the expected stage of development for their age. Older children are confident and learn key skills in preparation for their move on to school. They develop good literacy skills. For example, children know the name of the letter that starts their name. Toddlers play with real vegetables and make connections with their real life experiences. For example, they say that a carrot is like a snowman's nose.

Setting details

Unique reference number	EY330553
Local authority	Lincolnshire
Inspection number	1077079
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	58
Name of registered person	For Under Fives Limited
Registered person unique reference number	RP907030
Date of previous inspection	12 October 2016
Telephone number	01522 244 409

Welbourn Gardens Day Nursery was registered in 2006. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and one at level 6. The nursery opens from Monday to Friday all year round except for bank holidays and one week over Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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