

# Wellingtons Day Nursery (Bilton)

Caretakers Bungalow, Bilton High School, Lawford Lane, Rugby, CV22 7JT



<b>Inspection date</b>	17 March 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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:

- Some children do not progress as well as possible. The planning and curriculum provided for pre-school children are not good enough. Staff do not always offer targeted support for children who speak English as an additional language.
- The professional development opportunities available for staff are not good enough. Children do not consistently benefit from good quality learning experiences.
- Older children are not always provided with clear messages about what is happening now or next and what is expected of them. There is room to review the organisation of the routines and group activities in the pre-school.
- Managers do not reflect carefully on the quality of teaching or children's progress. They do not take effective action to address all weaknesses and achieve good standards.

### It has the following strengths

- Managers understand their responsibility to safeguard children. A range of records, documents and policies is implemented well by staff. The environment is clean, secure and well organised. Children's health and safety are effectively promoted.
- Staff are kind and caring. They get to know children and their families well. Children form positive relationships with familiar staff and quickly become settled and content.
- The environment is bright, welcoming and well resourced, indoors and outside. Children are confident to play and explore. They generally enjoy attending.
- Partnerships with parents are established. Information is shared in a range of ways. Children benefit from good continuity in their care between the setting and home.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ enhance the planning and curriculum in the pre-school to offer more targeted support for children who speak English as an additional language to ensure all children progress as well as possible	31/05/2017
■ improve the professional development opportunities available for staff to ensure all children consistently benefit from good quality learning experiences.	31/05/2017

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

- review the organisation of the routines and group activities in the pre-school to provide older children with clearer messages about what is happening now or next and what is expected of them during these times
- reflect more carefully on the quality of teaching and progress children make to address any weaknesses and achieve good standards.

### 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.
- The inspector held a meeting with the management team. She looked at relevant documentation, policies and procedures.
- The inspector discussed the self-evaluation with the management team and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

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

Self-evaluation and monitoring processes are not yet good. Managers do not look carefully enough at all aspects of the provision. This specifically refers to the quality of teaching and children's progress. However, they are working with the local authority and do aspire to improve. The majority of staff are well qualified. They are supervised in their job roles and benefit from some training opportunities, such as safeguarding and first aid. However, managers do not yet make the best use of performance management arrangements to focus on improving the quality of teaching. The arrangements for safeguarding are effective. Managers' and staff's knowledge of child protection procedures is sound. They are able to recognise signs and symptoms of abuse or neglect and fully understand the importance of appropriately dealing with any concerns.

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

The quality of teaching is variable. Staff do not always plan activities that carefully consider the individual needs, interests and stage of development of all children to promote their progress as far as possible. Some children flit between activities, find it difficult to make choices about what they want to do and struggle to become absorbed in their learning. This specifically refers to pre-school children who speak English as an additional language. Nevertheless, activities are available that generally promote different aspects of children's learning. All children enjoy being creative. They are provided with opportunities to experiment with mixing colours and painting pictures. Staff model how resources can be used, talk to children and encourage them to explore freely.

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

Due to the weaknesses within the quality of teaching and the curriculum, children are not always motivated to learn. They are supported to follow the routines of the setting and adhere to the behaviour boundaries set. However, at times, such as routine changes or group sessions, messages about what is happening now or next and what is expected are not always made entirely clear to pre-school children. Children generally behave well. They are learning to share, take turns and be kind. Children's physical well-being is adequately promoted. For example, staff talk to them about making healthy food choices and a nutritious menu is provided. Children play outside every day and physical activity is encouraged. They enjoy building and negotiating obstacle courses, climbing on low-level equipment and riding on see-saws.

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

Some children are not yet supported to reach their full potential. Not all children benefit from the targeted help and support they need to rapidly catch up. Nevertheless, all children are acquiring the basic skills they need to be ready for the eventual move on to school. For example, children are very independent. They learn to manage their self-care needs. Children are developing some language skills. All children can communicate their wants and needs using a variety of methods. They particularly enjoy singing songs and rhymes. Children are developing skills in literacy. Young children enjoy sharing stories with their teachers. More capable, older children learn to spell and write their own names.

## Setting details

<b>Unique reference number</b>	EY493569
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1026127
<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 - 0
<b>Total number of places</b>	34
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Wellingtons (Bilton) Day Nursery Limited
<b>Registered person unique reference number</b>	RP903430
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01788 817504

Wellingtons Day Nursery (Bilton) was registered in 2015. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above, including five with level 3, one with level 5, one with early years professional status and one with qualified teacher status. The nursery operates during term time only. Sessions are available Monday to Friday from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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