

Wooden Tops Day Nursery

Park Lane Centre, Park Lane, Telford, Shropshire, TF7 5QZ



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| Inspection date | 25 April 2017 |
| Previous inspection date | 6 January 2015 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

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

- The manager does not ensure that records for the administration of medicines are completed in full by all staff.
- Although clear processes for performance management and the supervision of staff are in place, managers do not yet evaluate staff's teaching skills critically enough to develop their practice to an outstanding level.

It has the following strengths

- Staff make regular observations and assessments of children's learning. They use this information to identify the gaps in children's development and prioritise their learning effectively. Children make good progress from their starting points.
- Children have frequent access to the outdoors and the environment is stimulating and interesting, helping to promote their creativity and imagination.
- Staff interact with the children in a warm and caring manner. Staff offer attention and reassurance to help children settle, promoting their emotional well-being effectively.
- Children who have special educational needs and/or disabilities are supported well. Staff spend one-to-one time with them and also work with them in small groups. Additional funding is used effectively to support children's individual needs.
- Partnerships with parents and a wide range of professionals are good. Information is shared to support a collaborative approach to children's care and learning.

What the setting needs to do to improve further

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

Due Date

- ensure the written policy and procedure already in place for administering medication are implemented and all medication records are accurate and kept up to date.

27/04/2017

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

- focus more precisely on reviewing staff practice and supporting them to raise the quality of teaching, in order to increase the potential for children to make more rapid progress in their learning.

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 held a meeting with the nursery manager and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector 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

Jacqueline Coomer

Inspection findings

Effectiveness of the leadership and management requires improvement

Records for the ongoing administration of medication are not always completed in sufficient detail to assure children's well-being. The arrangements for safeguarding are effective. Staff have a secure knowledge of how to keep children safe and they supervise them well. They understand what to do in the event of a concern about a child. Recruitment procedures ensure that staff are skilled and suitable for their roles. Robust improvement plans contain contributions from staff, children and parents and are focused on raising quality. Regular tracking of children's progress helps to identify and support any gaps in learning. Parents express positive views about the provision and the progress their children make.

Quality of teaching, learning and assessment is good

The experienced staff team understands that children learn in different ways. Teaching is good. Children's communication and language skills are promoted. For example, staff repeat back the noises young children make and introduce them to new words. Staff constantly talk to older children about what they are doing and their wider experiences. Young children benefit from a range of sensory activities that encourages them to investigate and explore. Older children are keen to take part in adult-led activities, such as planting their cress seeds. They listen attentively to staff during story time and practise their early writing skills with chalks. They are interested in aspects of their natural world as they put small-world animals, such as cows, horses and lions, in straw or sand. Children express delight as they competently press, pat and knead clay to create their desired shape.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean that children's welfare is not assured and they are at risk of being overmedicated. Nevertheless, children enjoy attending this welcoming and friendly nursery. Staff act as good role models and promote children's positive behaviour. An effective key-person system and settling-in process help children to develop secure attachments to staff and quickly feel safe in their new surroundings. Children enjoy healthy meals and snacks throughout the day. They are encouraged to help themselves to water and feed themselves so they gain independence. Staff praise children when they do well and this builds on their confidence and good self-esteem.

Outcomes for children are good

Children learn to be kind to others, take turns and share resources. They are active and independent individuals. Children learn about healthy lifestyles. They develop increasing confidence in making choices and interacting with adults and other children. Children acquire the key skills needed for school and their next stage in learning.

Setting details

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| Unique reference number | EY334503 |
| Local authority | Telford & Wrekin |
| Inspection number | 1092732 |
| 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 | 0 - 5 |
| Total number of places | 87 |
| Number of children on roll | 132 |
| Name of registered person | Wooden Tops Day Nursery Limited |
| Registered person unique reference number | RP522010 |
| Date of previous inspection | 6 January 2015 |
| Telephone number | 01952 583711 |

Wooden Tops Day Nursery was registered in 2006. The nursery employs 27 members of childcare staff. Of these, one holds a relevant qualification at level 4, 20 at level 3, three at level 2, one holds early years professional with qualified teacher status and one holds graduate early years teacher status. The nursery also employs a member of kitchen staff. The nursery opens from Monday to Friday for 51 weeks a year, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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