

Wollaton Village Day Nursery

52 Church Street, Eastwood, Nottingham, Nottinghamshire, NG16 3HS



Inspection date

8 August 2017

Previous inspection date

12 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 monitors the assessments of children's achievements and the effectiveness of the planning well. She quickly identifies where children need additional support and ensures that any gaps in their learning are closing swiftly.
- Staff are warm and caring with the children. All children form good relationships with their key person and others who care for them. Children are happy and settled and show high levels of emotional well-being.
- Parents say that the staff are very supportive and make them feel welcomed. Information is effectively shared between the parents and staff. Parents are given frequent opportunities to discuss their child's progress.
- Children behave well. They are familiar with the routines of the nursery and know what is expected of them.
- Staff know the children well and pay close attention to children's personal interests. This helps them to plan activities to support children's individual needs and the next steps in their learning.

It is not yet outstanding because:

- At times, staff in the toddler room do not make the best use of opportunities to challenge the most able children, to further extend their learning.
- Some creative activities are too adult-led and focused on the end result rather than children's individual learning.

What the setting needs to do to improve further

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

- build on opportunities to challenge the most able children in the toddler room to further support their good progress
- extend opportunities for children to express and represent their own thoughts and ideas in order to further enhance their creativity and imagination.

Inspection activities

- The inspector observed the quality of teaching during activities and 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 manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have completed recent safeguarding training. They have a clear understanding of the procedures they must follow should they have a concern about a child's safety and welfare. Staff complete risk assessments to make sure that all areas used by children are safe and suitable. The manager ensures that staff continue to build on their knowledge and skills. She holds regular supervision discussions with staff and has a strong focus on training and sharing information with them at staff meetings. The manager and staff work closely with other professionals to support children who have special educational needs and/or disabilities to help them reach their full potential. The manager works well with the local authority, parents, staff and children to help her evaluate strengths and target any areas for improvement.

Quality of teaching, learning and assessment is good

The well-qualified staff team interacts effectively with the children to encourage them to be fully involved in their learning. Staff have a good knowledge of how children learn. They use their observations and assessments of children to plan activities to help them progress on to the next stage in their learning and become ready for their eventual move on to school. Babies explore with crushed jelly. They handle spoons to help them gain more physical control as they transport the jelly from one place to another. This also helps them to develop the skills they need in order to feed themselves independently. Toddlers enjoy singing time. They excitedly join in and carry out the actions during their favourite songs. This helps them to develop their language skills. Pre-school children develop their imaginative skills well. Staff provide interesting resources for children to stretch their imaginations. Children use leaves, fir cones, tubes and figures to create their own story.

Personal development, behaviour and welfare are good

Staff praise children on their achievements, helping to build their sense of self-esteem and confidence. They are very good role models and teach children about tolerance and acceptance and how to respect differences. Babies are well supported in their physical development. Staff create a safe place for them to crawl, toddle and pull themselves up as they learn to walk. Children have time outside to enjoy the fresh air. They are provided with healthy snacks and meals, which contributes to a healthy lifestyle. Children learn about keeping safe. For example, pre-school children help to tidy away the toys before they go out to play so that other children do not trip over them.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and those who receive funded early education, make good progress from their starting points. Children are active learners; they explore with confidence and make independent choices in their self-selected play. They demonstrate good self-care skills. For example, toddlers feed themselves and pre-school children serve their own food at lunchtime. Children have access to books, writing materials and tools to support their early literacy skills.

Setting details

Unique reference number	253113
Local authority	Nottinghamshire
Inspection number	1063827
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 - 8
Total number of places	120
Number of children on roll	99
Name of registered person	Wollaton Village Day Nurseries Ltd
Registered person unique reference number	RP910635
Date of previous inspection	12 September 2013
Telephone number	01773 711721

Wollaton Village Day Nursery registered in 2000. The nursery employs 18 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and nine hold appropriate early years qualifications at level 2. The manager holds qualified teacher status. The nursery opens from Monday to Friday all year round, 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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