

Wally's Day Nursery

60 Shails Lane, TROWBRIDGE, Wiltshire, BA14 8LN



Inspection date

9 November 2017

Previous inspection date

20 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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:

- Managers do not have an accurate enough overview of what they do well and what needs to improve. They do not monitor, coach or provide effective support for staff to improve the quality of their teaching.
- Information about the progress some children make is sometimes inaccurate and incomplete. Therefore, staff do not consistently plan activities that build on what children know and can do.
- Children have too few opportunities to develop their physical skills. As a result, children do not improve their fitness, balance, coordination and strength.

It has the following strengths

- Parents are complimentary about the good relationships they have with staff. They report that their children settle quickly and easily, and information is shared about their child's care on a daily basis.
- The good quality, accessible resources enable children to make independent choices about their play. For example, babies are fascinated as they choose to press buttons to watch bubbles go up a tube.
- Mealtimes are well organised and staff cater effectively for children with different dietary requirements. Children enjoy the food that is freshly prepared and cooked at the nursery.

What the setting needs to do to improve further

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

	Due Date
■ improve the quality of teaching by providing appropriate support, coaching and training for staff	08/12/2017
■ ensure staff plan appropriate activities, based on information from accurate assessments of children's stage of development, to help them make the best possible progress in their learning	08/12/2017
■ increase opportunities for children to develop their physical skills.	08/12/2017

Inspection activities

- The inspectors observed the range of activities provided for children in the nursery.
- The inspectors spoke with children, staff and the managers at appropriate times throughout the inspection.
- The inspectors reviewed a range of documentation including policies and procedures and evidence of staff suitability.
- The inspectors took account of the views of parents.
- The inspectors observed interactions between staff and children throughout the inspection.
- One inspector carried out a joint observation with the manager.
- One inspector accompanied children on their journey to school in the morning.

Inspectors

Vanessa Redmond / Samantha Powis

Inspection findings

Effectiveness of the leadership and management requires improvement

Managers recognise that the quality of teaching has declined since the previous inspection. They have already taken some action to improve the systems for assessing and monitoring children's development. However, these are still in their infancy and do not contain information which is fully accurate. Staff do not receive appropriate support to help them improve the quality of teaching. Effective systems are in place to ensure that staff are suitable to work with children. Safeguarding is effective. Staff have an adequate understanding of safeguarding issues. Children who have an identified special educational need and/or disability are well supported. Staff work well with external agencies and other professionals to ensure these children get the help they need in a timely manner. This includes having specialist equipment for children.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Some staff do not provide the necessary support and challenge for children to help them make the best possible progress. This results in some children losing interest and disrupting learning for others. In addition, children who need extra help to develop their language and communication skills are not consistently well supported by all staff. Staff provide appropriate resources to help children with their make-believe play. For example, a small stepladder, high-visibility jackets, goggles, hammers and screwdrivers help both girls and boys develop their creativity as they pretend to be builders. Mealtimes are calm and children's independence is promoted. For example, toddlers feed themselves, carry their dishes, scrape plates into the bin and put their empty cups and spoon into the plastic tub. This helps to promote their confidence and coordination.

Personal development, behaviour and welfare require improvement

Children are polite, courteous and show respect for each other. They help tidy up promptly when asked. Babies thoroughly enjoy joining in with activities. For example, they listen well and respond enthusiastically during a music and rhyme session. Children benefit from weekly visits by adults who specialise in outdoor play and sports. However, staff do not provide enough other opportunities for children to be physically active to fully support their health and development. Children have lots of opportunities to improve their fine motor skills, such as threading, sorting conkers, crumpling leaves, writing and painting.

Outcomes for children require improvement

Information from assessment is not fully accurate and is not used well enough to enable children to make the progress they are capable of. A small number of children have not reached typical levels of development. This is because systems to monitor whether they are catching up quickly are not used effectively. Children learn to respect and celebrate each other's differences as they access a wealth of relevant resources. Children receive thoughtful mementos when they go to school, which promotes their self-esteem. Older children, who attend the breakfast and after school club, enjoy their time and are transported to and from school safely.

Setting details

Unique reference number	EY297019
Local authority	Wiltshire
Inspection number	1108345
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	1 - 8
Total number of places	92
Number of children on roll	102
Name of registered person	Elaine Arrundale
Registered person unique reference number	RP905606
Date of previous inspection	20 April 2016
Telephone number	01225 776799

Wally's Day Nursery, Pre-School and After School Club opened in Trowbridge in 2004. The setting is open from 7.30am to 6pm Monday to Friday for 51 weeks of the year. The owners employ 16 members of staff who all have relevant childcare qualifications. The nursery receives funding for the provision of free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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