

# Wellingtons Day Nursery (Bilton)

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



<b>Inspection date</b>	29 November 2017
Previous inspection date	17 March 2017

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
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

- Staff keep parents well informed about their children's activities and progress. They guide them expertly in supporting their children's learning at home. Staff are successful in engaging all parents in this. They value parents' comments and suggestions and inform them about how these have been used to make improvements to the provision.
- Children are happy and well behaved in this welcoming, friendly nursery. They form close bonds with staff, who are very caring and meet all children's needs. Staff work closely with parents to provide consistency of care for children. Children develop good social skills, such as through their conversations during their play and at mealtimes.
- Staff make accurate observations and assessments of children's learning. They use this information well to plan focused next steps and children make good progress.
- Leadership is very well organised and effective. Overall, the manager and staff work well with many other professionals to support all children's learning and care needs. Staff reflect very well on the provision and make continuous improvements to develop children's valuable learning experiences.

### It is not yet outstanding because:

- Links with staff at other early years settings that children attend have not been fully established to help promote consistency when supporting children's learning.
- Staff do not make the best use of opportunities for children to explore the natural world to enhance their knowledge and understanding in this area.

## What the setting needs to do to improve further

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

- build further on the links with other early years settings that children attend, to share information about their progress effectively
- enhance children's outdoor experiences even further to extend their learning about the natural world.

### 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 manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and considered their views.

### Inspector

Catherine Sharkey

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The provider and manager ensure that staff have a secure understanding of what would constitute a safeguarding matter and how to report it. Rigorous policies and procedures reflect their good practice. The manager and staff work together as a strong team to develop each other's practice and to help children make the best possible progress. There is thorough monitoring of staff practice and children's progress. Staff are very well supported in their continuous professional development to help them plan rich and varied learning experiences for all children. They use recently acquired knowledge and skills to further support children who speak English as an additional language, and are enthusiastic about sharing this with other staff.

### Quality of teaching, learning and assessment is good

Staff make focused observations of children and use this information to identify gaps in their development and prioritise their learning effectively. They establish precise starting points and use children's individual interests to engage them in exciting activities. Staff place a high priority on the development of children's language and communication skills. They use their expert knowledge to encourage children to talk about their play and experiences. For example, older children ask each other questions and provide information about favourite items they brought to show at nursery. Staff encourage children to talk about where the items come from, why they like them and how they play with them. Staff extend children's vocabulary well, such as when they explain the word 'nocturnal' when they talk about a bat in a story. Staff teach children to recognise the letters and sounds in their names and other familiar words.

### Personal development, behaviour and welfare are good

Children behave very well and demonstrate good manners and kindness. For example, they pass each other tissues if they cannot reach, or hold out a hand to steady children as they sit on the mat. Staff praise children and increase their confidence and good self-esteem. They encourage children to persevere, such as when a tower of wooden bricks collapses and they think of a better way to build it. Staff help children to share when several pre-schoolers want a piece of fabric to play with. They explain that one child can have it until the big hand on the clock gets to 10. Children are happy to accept this and understand that they need to take turns. Older children help to identify potential hazards in the garden as part of learning to keep themselves and others safe.

### Outcomes for children are good

Children show great interest and enthusiasm in all their activities. They listen intently to staff and each other and enjoy filling in the missing words in familiar stories. They are eager to make contributions to discussions, such as when they talk about what they do at home. Children develop independence in their self-care and pour their drinks carefully. They have a go at fastening their coats and putting their shoes on. Younger children practise putting on their wellington boots and hanging their coats up. They enjoy using chalks and painting on the wall with shaving foam outside to help develop early writing skills.

## Setting details

<b>Unique reference number</b>	EY493569
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1096796
<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 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	35
<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>	17 March 2017
<b>Telephone number</b>	01788 817504

Wellingtons Day Nursery (Bilton) registered in 2015. The provider employs six members of childcare staff, of whom four hold appropriate early years qualifications at level 3 and level 5, and one member of staff has achieved early years professional status. The nursery opens from Monday to Friday during term time. Sessions are from 7.30am until 5.30pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

