

Wellington Nursery

Whitton Family Centre, Wellington Centre, 52 Chevallier Street, IPSWICH, IP1 2PB



Inspection date

2 February 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children make excellent progress in their personal, social and emotional development. This helps to stand them in excellent stead for their move to other settings and school. Young children show extremely high levels of respect for others and are keen to take the lead with managing daily routines.
- Staff are skilful in guiding and extending children's learning. They place a strong focus on supporting children who speak English as an additional language. In particular, they encourage parents to provide words in different languages and often use sign language to strengthen children's understanding of simple instructions.
- Carefully tailored support is provided for children who have special educational needs and/or disabilities. Staff continuously exchange information with parents and other professionals, which helps to inform the precise care plans in place for children.
- Staff performance is closely monitored by the management team and there is an effective process for the supervision and appraisal of staff. Morale is high among the staff. They are driven to undertake further training and improve on their own practice, which helps to enhance the good standard of care and learning for children.

It is not yet outstanding because:

- Occasionally, staff do not provide children who prefer to play and learn outdoors with the best possible opportunities to enhance their thinking and skills.

What the setting needs to do to improve further

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

- enrich the range of activities for children who prefer to play and learn outdoors, to extend their learning to the highest levels.

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 to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and group manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Sarah Clements

Inspection findings

Effectiveness of the leadership and management is good

The newly appointed manager is successful in fostering the staff's professional development and reflective practice. Systems to monitor the progress of different groups of children are developing well and information from assessments is used to inform the nursery's ambitious plans for improvement. This helps to ensure children continue to benefit from challenging learning experiences. Safeguarding is effective. Staff are confident in their knowledge of the indicators which may give them cause for concern about a child's welfare. Risk assessments take into account the individual development and medical needs of children, which helps to ensure they benefit from safe surroundings. Partnerships with parents and other professionals, such as those at the host children's centre, are strong. Information is regularly shared to ensure children and families are provided with the specific support they need.

Quality of teaching, learning and assessment is good

Staff have a clear understanding of each child's current stages of development and plan effectively to support their next steps in learning. The indoor space is particularly well resourced. Children enjoy exploring the properties of different materials. For example, two-year-old children explore the texture of clay and are encouraged to experiment with using a twig to roll it flat. Staff spend much of their time engaging children in conversation and actively listening to what they have to say. Books feature heavily throughout the environment and children access them readily. Staff use props and different tones to bring stories to life. This helps to boost children's enjoyment of books and supports their literacy skills in readiness for their eventual move to school.

Personal development, behaviour and welfare are outstanding

Staff work exceptionally hard to instil children's resilience, excellent behaviour and sense of belonging. Highly flexible and nurturing settling-in procedures benefit all children. This helps babies to feel very secure when separating from their parents for the first time. Staff know exactly how each child prefers to be comforted when they are feeling tired or unsettled. Children are provided with ample opportunities to develop their independence skills. Two-year-old children instinctively find a cloth to clean up the water they spill when learning to pour their own drinks. There are purposefully planned facilities that encourage children to learn how to stay healthy. For example, they make superb use of a mirror at the nose-wiping station to check that they are wiping their noses effectively.

Outcomes for children are good

All children make at least good progress from their starting points, including those who are in receipt of additional funding. They are eager to discover how things work and are creative in their use of resources to extend their ideas. For example, children make marks using different tools, which helps to promote their early writing skills. Children listen attentively and delight in joining in with familiar rhymes. Children who have special educational needs and/or disabilities show great determination to tackle new physical tasks and express a strong sense of achievement.

Setting details

Unique reference number	EY490363
Local authority	Suffolk
Inspection number	1023732
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 3
Total number of places	26
Number of children on roll	21
Name of registered person	Bows and Arrows
Registered person unique reference number	RP528927
Date of previous inspection	Not applicable
Telephone number	01473 233522

Wellington Nursery registered in 2015. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. One member of staff holds early years professional status. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-year-old children.

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