

# Wollaton Village Day Nursery

741 Wollaton Road, Wollaton Village, Nottingham NG8 2AN



## Inspection date

10 September 2018

Previous inspection date

5 April 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of 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

### The provision requires improvement. It is not yet good because:

- The newly appointed manager has not yet fully established an effective system to support, coach and train staff to ensure the quality of teaching is consistently good.
- Children's learning and development is not consistently supported. In particular, staff in the pre-school room do not always use effective teaching strategies to effectively extend and challenge children in their play and learning, so that they make at least consistently good progress.
- Children are not making the best progress that they are capable of. Arrangements for staff to accurately assess and plan for children's next steps are not yet fully embedded.
- On occasion, children have less access to resources and materials to explore and develop their own ideas.

### It has the following strengths

- The owner and her manager are developing a generally accurate overview of the effectiveness of the nursery. They have a positive approach and desire to improve the quality of teaching and assessment in order to improve the outcomes for children.
- Staff are warm and caring with the children. Children settle well in to their play and have secure attachments with adults. Staff nurture babies and ensure their needs are fully met.
- From a young age children know what is expected of them. They are familiar with the routines and practice. Children are gently guided by the staff to help them quickly learn to share toys, take turns and be kind to one another.

## What the setting needs to do to improve further

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

	Due date
embed the system for focused supervision, support and coaching for staff to identify and address training needs and raise the quality of staff professional development, knowledge, skills and practice	10/10/2018
improve the quality of teaching, so that staff fully engage children in activities and make the best use of opportunities to extend their learning, so that they make consistently good progress	10/10/2018
make even better use of the new system for observations and assessments to quickly identify all children's individual levels of achievement, interests and learning styles and to focus on ways to effectively challenge them and narrow any gaps in their learning.	10/10/2018

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

- make the most of opportunities to support children to extend their own learning when exploring and developing their own ideas.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff, the newly appointed manager, the owner, and children and parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including staff qualifications and evidence of the suitability of the staff working in the setting

### Inspector

Judith Rayner

## Inspection findings

### Effectiveness of leadership and management requires improvement

The owner and her manager have started to address the actions raised at the last inspection. The manager has a secure knowledge and understanding of the learning and development requirements. She has set up systems for staff to receive focused support and coaching to help them to ensure that all children are offered consistently good-quality learning experiences. Furthermore, she has also recently introduced a new system for tracking children's progress more robustly and ensure that any gaps in their learning is quickly narrowed. However, this has yet to have a significant impact on the outcomes for children. Safeguarding is effective. The manager and staff have a secure understanding of the procedures they must follow should they have a concern about a child in their care. Staff have completed recent child protection training and know about wider safeguarding issues to protect children. Partnerships with parents works well. Information is regularly exchanged and shared to support the children's changing needs.

### Quality of teaching, learning and assessment requires improvement

The newly appointed manager is enthusiastic and proactive in her role. She is a good role model for the staff team and is well qualified and experienced. However, although the other staff are well qualified, the quality of their teaching is variable and in particular in the pre-school room. For example, during a structured craft activity children were unable to access resources easily to help them to fully explore and express their own ideas. Staff do not use modelling thinking well and miss opportunities to encourage children to share what they know and can do. Consequently, children lose interest and leave the activity. That said, staff in the toddler room help children to develop their imaginative skills well. Children care for the dolls and take them for walks in the pushchairs. Overall, staff are beginning to use their observations and assessments of children's play to plan for the next steps in their learning, although this is still in the early stages of development.

### Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management and some staff's teaching mean that children are not always best supported to achieve in all areas of their learning. That said, children's health and safety is promoted well. All children, including babies routinely play outdoors and benefit from the fresh air and exercise in a safe and secure environment. They are also offered healthy snacks and meals. Babies confidently feed themselves. Children develop their social skills well. Pre-school children talk about how to say 'hello' in different languages. Toddlers take turns to ride the sit on scooters.

### Outcomes for children require improvement

Some children are not challenged well enough, to extend their learning effectively from their starting points. That said, most children have the basic skills needed for the next stage in their learning and for their eventual move on to school. Older children manage their self-care routines well. Younger children make independent choices in their play. Children enjoy looking at books and make marks using different tools and resources.

## Setting details

<b>Unique reference number</b>	254653
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10077323
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	45
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	WVDN Limited
<b>Registered person unique reference number</b>	RP556040
<b>Date of previous inspection</b>	5 April 2018
<b>Telephone number</b>	0115 9282239

Wollaton Village Day Nursery registered in 1994. It operates from a purpose-built building situated in Wollaton, Nottingham. The nursery employs 8 members of childcare staff. Of these, one holds an appropriate early years qualifications at level 5, five hold an appropriate early years qualifications at level 3 and two hold an appropriate early years qualifications at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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