

# Wally's Day Nursery

60 Shails Lane, TROWBRIDGE, Wiltshire BA14 8LN



<b>Inspection date</b>	1 November 2018
Previous inspection date	9 November 2017

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

### The provision is good

- The managers have worked very hard to develop the provision since the last inspection. Through their improved monitoring and support of staff and detailed action plans they have successfully developed the quality of practice considerably.
- Staff use the revised planning processes well. Their assessments promptly and accurately identify the next steps in children's learning and ensure gaps in children's development are closing consistently. Children make good progress in all areas.
- Staff are very welcoming, caring and friendly. They are highly attentive to children's individual care needs and spend lots of time supporting them in their activities. Children build strong and really beneficial relationships with staff. They are very settled and happy and grow in confidence.
- The staff's carefully timed reminders and patient explanations very effectively help children to appreciate the needs of others. Young children learn to share resources and enjoy being with other children. Older children spontaneously take turns or eagerly help others. They form close friendships and learn valuable social skills.
- Staff develop good partnerships with parents and other providers, to ensure there is a consistent approach to meeting children's needs. Staff liaise closely with parents. They share information with them through daily chats, entries in the nursery's online system and children's diaries and during regular parents meetings.

### It is not yet outstanding because:

- Staff do not make the best use of the available space for children in the pre-school room, to limit distractions during adult-led activities and fully develop children's concentration skills.
- Occasionally, staff in the two to three-year-old room do not follow children's emerging interests during activities, to ensure that they engage and fully challenge children in their learning.

## What the setting needs to do to improve further

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

- make the most of opportunities to fully engage children during adult-led activities and develop their concentration skills further
- focus more closely on children's emerging interests during activities to fully challenge and extend their learning.

### Inspection activities

- The inspector observed activities in all of the play rooms, the outside learning environment and conducted a joint observation with the provider.
- The inspector held a meeting with the manager and provider of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day and by reading a number of comments on messages and letters given to the manager.

### Inspector

Rachel Howell

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The managers and staff understand their responsibilities in keeping children safe from harm. They are vigilant at all times to the safety of the children and complete thorough risk assessments. The managers support staff well to increase their skills through mandatory and additional training. They work as a team to implement this into practice, introducing innovative processes to involve children in the planning of projects and experiences, for instance. The managers scrutinise the progress of groups and individual children to identify any gaps in learning and the effectiveness of practice. They subsequently outline programmes of support to help those gaps close quickly, such as focused small-group times to extend young children's speech.

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

Staff get down to the children's level, interacting with them very successfully and extending their learning. For instance, babies join staff eagerly for their daily song time. Babies make sounds for the words within the songs and show their understanding as they match up the baby and daddy ducks. Staff ask children probing questions as they explore, to develop children's deeper thinking. Staff encourage children to notice details and make comparisons. For example, older children consider the effectiveness of their cake mixing as they check the recipe and ingredients on the table to work out, which items they still need. Young children explore real fruit and vegetables in their role-play area, naming items, colours and textures and discussing preferences.

### Personal development, behaviour and welfare are outstanding

Staff ensure the nursery offers exciting and inviting spaces for babies and children. They offer a superb range of materials that can be used in a variety of ways, skilfully inspiring their curiosity. For example, older children create wonderfully intricate models from clay and natural autumn materials. Young children excitedly hide in dens made out of large boxes and explore autumn leaves. This prompts them to think of a favourite book and they knowledgeably act out parts of the story as staff read it to them. Babies eagerly investigate the low-level activities they encounter. They excitedly splash and pour water and squeal as staff blow bubbles in the air. Staff offer a rich programme of activities to challenge the older children's physical skills, such as daily music and movement sessions, woodwork activities, weekly sports sessions and trips to the local woodland.

### Outcomes for children are good

Children's communication and speech develop effectively, including those children who speak English as an additional language. Young children learn new words and older children take turns in conversation. Children's independence thrives, they develop a strong sense of responsibility and they flourish as they become confident in their own abilities. For example, older babies eagerly toddle over to the low sink to wash their hands. Young children readily wipe the tables after activities and get a tissue to wipe their nose. Pre-school children take pride in hanging up their apron after cooking, setting out snack items and clearing away their things after lunch. Two-year-olds in receipt of funding make progress that is better than is typical for their age. Children are motivated to learn, and gain the key skills they need to start school successfully.

## Setting details

<b>Unique reference number</b>	EY297019
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10079486
<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 - 11
<b>Total number of places</b>	92
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	Arrundale, Elaine
<b>Registered person unique reference number</b>	RP905606
<b>Date of previous inspection</b>	9 November 2017
<b>Telephone number</b>	01225 776799

Wally's Day Nursery registered in 2004. The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 to level 7, including one with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. 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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