

Wellington Villa Nursery

1 Wellington Villas, Bury, Lancashire BL8 2NX



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| Inspection date | 8 May 2019 |
| Previous inspection date | 14 July 2014 |

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

This is a provision that requires improvement

- The manager has not fully adhered to safe recruitment procedures when carrying out disciplinary action regarding the suitability of staff. However, all staff working directly with children have relevant suitability checks, such as the Disclosure and Barring Service check.
- The key-person system is not fully in place to ensure all children are assigned a key person. This means some children, particularly younger children, do not receive consistent support to help them to settle and engage more in their learning.
- The supervision and coaching of staff are not wholly effective to ensure the quality of teaching is consistently strong. For instance, staff do not receive regular and precise feedback to improve their teaching practice.
- Staff do not focus enough on supporting children's specific next steps in learning to increase their progress and provide sufficient challenge in their learning.

It has the following strengths

- Partnerships with parents are successful. Staff keep parents well informed of their child's progress and share ideas to support children's learning at home.
- Children with special educational needs and/or disabilities are supported well. The manager works closely with external professionals to help promote children's development.

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 |
|---|------------|
| follow robust recruitment procedures when ensuring the suitability of staff | 05/06/2019 |
| implement an effective key-person system to ensure each child is assigned a key person and receives consistent support to meet their individual needs | 05/06/2019 |
| improve the use of staff supervisions and coaching to give staff more precise feedback on their teaching practice. | 05/06/2019 |

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

- increase the level of challenge in children's learning and focus on their next steps in learning to help them to make consistently good progress.

Inspection activities

- The inspection was carried out as part of a risk assessment process, following information received by Ofsted.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed joint observations with the manager.
- The inspector held meetings with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Farzana Iqbal

Inspection findings

Effectiveness of leadership and management requires improvement

The manager does not fully ensure that the processes for staff performance and recruitment are thorough enough. She has not followed robust procedures and the correct advice when carrying out disciplinary action. The manager does not ensure that all staff receive targeted support and feedback to consistently improve teaching practice across the nursery. However, staff do complete some training, such as safeguarding and paediatric first aid. Safeguarding is effective. Staff have a secure understanding of how to keep children safe from harm, including carrying out regular risk assessments. They know the procedure to follow should they have any concerns about a child's welfare. Staff are confident about the local child protection procedures. The manager recognises strengths and weaknesses in practice. She shows an understanding of how to make improvements going forward. Parent feedback is positive and they praise the staff for the care their children receive.

Quality of teaching, learning and assessment requires improvement

Some staff do not target the next steps in children's learning well enough. They do not use planning and interactions to help all children, especially the youngest children, to make the progress of which they are capable. Although staff focus on children's interests well, they do not consistently provide sufficient challenge in children's learning. Some staff are less skilled in supporting younger children's learning and development. However, staff who work with older children help them to develop some mathematical and literacy skills. For instance, staff help children to sort and count items. Children enjoy making marks with a variety of tools and older children practise writing their names. Children enjoy using their imagination during their play. For instance, they enjoy pretending to make dinner and caring for dolls.

Personal development, behaviour and welfare require improvement

Recent changes to staff mean that the key-person approach is not used well enough to offer all children consistent support. For instance, some staff are unaware of children's learning and development. Despite this, staff are kind and caring towards children. They help children to follow daily routines and support their overall health and hygiene. For example, children brush their teeth at nursery and learn how to care for their oral health. The manager has made recent changes to the outdoor area to enhance opportunities for children's physical play. Staff are good role models to children. They help children to learn the importance of good manners and sharing.

Outcomes for children require improvement

Overall, children make some progress from their starting points. However, due to weaknesses in the quality of teaching, some children are not fully supported to make better progress. Children enjoy opportunities to be creative. For example, they mix different-coloured paints and learn that this creates new colours. Some younger children enjoy listening to stories. Older children develop confidence and independence. They make free choices in their play and concentrate well during activities that interest them. Children are motivated and eager to learn. This helps them to gain some skills for their future learning.

Setting details

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| Unique reference number | EY302503 |
| Local authority | Bury |
| Inspection number | 10105567 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 - 7 |
| Total number of places | 38 |
| Number of children on roll | 46 |
| Name of registered person | Wellington Villa Nursery Ltd |
| Registered person unique reference number | RP535181 |
| Date of previous inspection | 14 July 2014 |
| Telephone number | 0161 764 8126 |

Wellington Villa Nursery registered in 2005 and is located in Bury. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The manager holds early years professional status. The nursery opens from Monday to Friday from 7.30am until 6pm for 51 weeks of the year. The nursery provides funded 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.

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