

Wollaton Village Day Nursery

741 Wollaton Road, Wollaton Village, Nottingham NG8 2AN



Inspection date

8 August 2019

Previous inspection date

10 September 2018

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager reflects on the quality of practice. She has made considerable improvements since the last inspection, including addressing the actions raised. The manager identified that the environment needed developing. She has improved the layout of the nursery to provide interesting experiences that support children in all areas of learning. Children are making good progress since the new manager has been in place.
- Staff promote children's communication and language development well. They talk about young children's actions to help their understanding. For example, they say, 'are you blowing bubbles?'. Staff introduce new words, such as 'cooperate', to older children during stories, and explain their meaning clearly.
- The manager and staff have put in place clear routines and boundaries for children. They agree rules with older children and put these on display. Staff help children recall the rules during a story about a monster school. Children say they would not like to go to the monster school. Children behave well.
- All children are making good progress in their physical development. Young children have developed enough strength to pedal bicycles with stabilisers. Older children write their name neatly.
- Parents are happy with the care provided by the nursery. They feel quality has improved since the new manager has been in place. Parents like that children enjoy coming to the nursery and make good progress in their learning.
- Teaching is not consistently at a very high level. On some occasions, staff answer questions for children, not giving them enough time to respond.
- Sometimes, staff do not make best use of the resources available to support children's learning fully.

What the setting needs to do to improve further

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

- improve the quality of teaching so that this is consistently at a very high level
- develop planning so that resources are always used effectively to support children's learning.

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 completed a joint observation with the nursery manager.
- The inspector looked at relevant documentation, such as children's records, staff files, records of attendance, policies and assessment tracking sheets.
- The inspector held a meeting with the nursery manager and spoke to a director about how they monitor practice at the nursery.
- The inspector spoke to staff regarding their knowledge of safeguarding, children's progress and support they receive from management.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Will Good

Inspection findings

Effectiveness of leadership and management is good

The manager seeks views from staff, parents and children to help her review the quality of childcare. She used information from parent questionnaires to improve the safety of the premises for children. The manager and staff have a good understanding of safeguarding. They are clear on the signs that show children's welfare may be at risk and how to report any concerns. Safeguarding is effective. The manager has sound knowledge of how to teach children effectively. She observes staff regularly, giving them coaching tips to improve their teaching. The manager reviews staff development at supervisions and sets performance targets, including completing relevant training. For example, she sent staff on courses to develop their interaction skills with children. Staff now interact with children effectively. Their teaching skills are improving quickly.

Quality of teaching, learning and assessment is good

The majority of staff hold a childcare qualification and understand how to support children's learning well. Staff know children well and complete accurate assessments of children's development. They use this information to plan activities that help children develop in areas where they most need support. Staff talk to parents about the areas they are working on with children and give them ideas to support learning at home. Staff help older children develop their problem-solving skills well. When reading a story, they ask lots of open questions to maintain children's interest by making them think. Children share good ideas about how monsters could get out of a hole in the ground. Staff extend children's learning from their interests well. They explain cars are sinking in a container full of water. Young children say 'sinking' as they put cars into the water.

Personal development, behaviour and welfare are good

Staff provide children with lots of praise when they do well. Children enjoy learning. Young children keep trying until they are successful after initial falls on a balance bicycle. They smile with glee as staff say well done. Older children show staff a long chain they have made with pride. Staff manage children's behaviour well. They distract young children from splashing others, modelling how to pour water from watering cans into cylinders. Older children learn to be independent and take turns. They wait patiently in line to serve themselves their dinner. Staff help children feel secure and develop their confidence in social skills. They talk to children at snack and mealtimes about the food they eat at home with their parents. Children are learning about the benefits of eating healthy food. They confidently tell staff that vegetables make you jump really high.

Outcomes for children are good

Children are at the expected level of development for their age. Children are developing a good understanding of mathematics. Young children are learning to read numbers quickly and can count up to five items. Older children count the links in the chain they made up to 38. Children are developing the key skills they need for their next stage in learning and school. They have good concentration levels. Younger children spend a long time using various tools to make numbers, men and snails using play dough. Older children listen carefully as they follow instructions well. They lie on the floor and complete mindfulness exercises, such as deep breaths in and out, when requested.

Setting details

Unique reference number	254653
Local authority	Nottingham
Inspection number	10078551
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 - 4
Total number of places	45
Number of children on roll	45
Name of registered person	WVDN Limited
Registered person unique reference number	RP556040
Date of previous inspection	10 September 2018
Telephone number	0115 9282239

Wollaton Village Day Nursery registered in 1994. It operates from a purpose-built building situated in Wollaton, Nottingham. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, five hold appropriate early years qualifications at level 3 and two hold 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.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

