

Inspection of Wellingtons Day Nursery (Pavilion)

Bilton Road, Rugby CV22 7DS

Inspection date: 16 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Relationships between children and staff are good. Children behave well and understand the expectations for behaviour, such as showing consideration for others and sharing. Staff support children's emotional security extremely well. They teach children to recognise and express their own feelings, such as when they are sad, happy or cross. Those who are not yet able to do this verbally are encouraged to share their feelings by selecting pictures that show different emotions. Staff agree a gradual settling-in procedure with parents, which helps children to feel emotionally secure when care begins. Children play in a stimulating environment. They confidently make decisions about their play, and they explore and investigate different textures and materials. Children practise their good handling skills in a variety of ways. For example, some children choose to play with clay, which they mould and flatten and then use to create faces using their finger-tips. Children explore change and describe the texture as they pour water onto the clay, describing it as being 'soft' and 'squishy'. Staff observe and assess children. They work effectively with parents to ensure that children receive any additional support that they need. Staff ensure that children's learning builds successfully on what they already know and can do. Children make good progress.

What does the early years setting do well and what does it need to do better?

- The provider and the manager provide a well-resourced and welcoming play environment. Arrangements for the supervision of staff are effective in providing them with the coaching, guidance and training they need to ensure that teaching is good. Self-evaluation procedures are effective in identifying strengths and any weaknesses in the provision in order to identify priorities for improvement. The manager identifies that a current priority is to develop a part of the outdoor area that has a forest school focus.
- The provider and the manager have taken steps to create an environment where staff identify and share information about any pressures on them. This helps to ensure that staff's welfare, as well as the children's, is consistently addressed.
- The partnerships with parents are good, and parents comment on the good communication. They say that staff are 'caring', 'thoughtful', 'friendly' and 'attentive'. Parents comment on the close bonds that form between staff and children, and say how happy their children are to attend.
- Staff observe, assess and plan well for the next steps in children's learning. They work well as a team and demonstrate a commitment to ensuring the best outcomes for children. However, the current arrangements for sharing information on next steps planning are not robust enough to ensure that other staff are fully aware in the absence of a child's key person. Children develop good skills that help them to be ready for the move on to the next stage in their education.

- Staff encourage children to explore and develop their own ideas. Children play with and discover what happens when they mix sand and water. They have easy access to paint and a wide range of creative play materials.
- Children make marks in different ways, and older children's pencil control is good. They learn to link letters and sounds, and some children can write their names. Staff support children's interest in books and stories. Children learn that information can be gained from books, for example, staff provide cookery books in the home corner.
- Older children express themselves confidently, and young children's speaking skills are developing well. Staff support children's thinking skills effectively, for example, through asking them open-ended questions and giving them time to put their thoughts into words. That said, staff do not consistently promote mathematical language. They do not make the most of some opportunities to support children in counting and comparing quantities and sizes.
- Staff teach children to manage their personal needs independently and to understand and adopt healthy habits, such as good hygiene practices. Children learn to manage tasks for themselves. For example, they put their own coats on. Staff teach children to develop an understanding of dangers and how to keep themselves safe. Children know why they must not run in the playroom, and they learn how to use scissors safely.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect and know the local referral procedures to follow if they have a concern. Staff know the duty to prevent children being drawn into situations that put them at risk. The provider makes sure that the premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks indoors and outdoors. Recruitment and selection procedures meet requirements.

What does the setting need to do to improve?

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

- build on the current arrangements for sharing information about next steps planning between staff so that all children are consistently challenged effectively by all staff
- make the most of opportunities to support children in counting, comparing quantities and sizes and developing mathematical language.

Setting details

Unique reference number	EY481470
Local authority	Warwickshire
Inspection number	10076263
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	40
Number of children on roll	43
Name of registered person	Wellingtons Day Nurseries Group Limited
Registered person unique reference number	RP904905
Telephone number	01788 574253
Date of previous inspection	25 February 2016

Information about this early years setting

Wellingtons Day Nursery (Pavilion) registered in 2014. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or level 5. The nursery opens from Monday to Friday all year round, except for bank holidays and one week over the Christmas period. Sessions are from 8.15am to 5.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- The inspector conducted a tour of the premises with the manager and discussed the organisation of the early years provision with her.
- 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 manager.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation, including evidence of the suitability of staff working in the setting.
- The inspector spoke to staff and children at appropriate times through the inspection.
- The inspector took account of parents' views.

We carried out this inspection 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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