

Inspection of Wellingtons Day Nursery

Wellingtons Nursery, 2 - 4 Regent Place, RUGBY, Warwickshire CV21 2PN

Inspection date:

3 December 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Relationships are positive, and children are happy and settled. They behave well and show consideration for others. Children's emotional security is addressed well by staff. A gradual settling-in procedure is agreed with parents, and a change of room and key person as children progress through the nursery is well planned by staff.

Staff observe children and assess children's different stages of development. They plan activities. However, they do not consistently use what they know about children to challenge them effectively while they play and do not support children in expressing their own ideas. Children's different abilities are not considered when staff invite them to take part in some adult-led activities, and some children do not maintain an interest. That said, children with special educational needs and/or disabilities (SEND) receive good support so that they make as much progress as they can.

Children play in a safe and welcoming environment. They learn to manage simple tasks for themselves and develop self-care skills. Babies and young children gain confidence to explore their play environments and choose from the different resources and activities available for them. They periodically seek out staff, who are gentle and caring and boost the children's self-confidence with the use of praise and encouragement. Children rest and sleep according to their different needs, and staff meet children's care needs well.

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

- The provider and the manager ensure that children are well cared for in a welcoming environment. However, arrangements for the supervision of staff are not effective enough. Staff are not provided with the sufficient coaching and guidance they need to ensure that teaching is consistently good and curriculum planning is consistently implemented. That said, children acquire the necessary skills for their future learning, and staff work with the nursery's special educational needs coordinator and parents to ensure early intervention for children with additional learning needs.
- Children can easily select crayons and felt-tip pens independently because these are stored on low-level shelving. However, when staff invite children to take part in planned creative activities, the outcome takes priority over the children's experience. Teaching is not good enough. The activities focus on making calendars using two handprints, and painting on small pieces of paper before adding glitter to make paper decorations for the Christmas tree. The activities are set out by staff without inviting children to choose the colour of the paint, and staff do not encourage young children's sensory exploration. A group of 10

pre-school children share only two pots of glue and four brushes and so their focus is not maintained.

- Children make good progress physically. Babies and children play with toys that support them in developing handling skills that lead them on to be able to hold and use cutlery, use scissors and hold writing tools in a thumb and two-finger grip.
- Staff use signing and deploy visual aids effectively to communicate with very young children and children with SEND. Children enjoy singing and joining in with actions to their favourite songs. Young children make their choices from pictures that reflect different songs. Most children's speaking skills are progressing well. However, staff do not fully support children who speak English as an additional language to use their home languages and, at times, staff do not give children time to put their thoughts into words while talking with them.
- Staff use songs effectively to support children's mathematical learning. They sing a variety of songs that are about characters that reduce in number from five as the song progresses. Staff ask the children to count and say how many remain when one is taken away.
- Children enjoy play in the home corner. Older children are gentle when they play with baby dolls. They pretend to feed their babies and use reassuring tones while speaking to them.
- Staff discuss feelings and emotions with two-year-old children. They use pictures of different facial expressions that depict emotions to encourage the young children to identify how they are feeling.
- Parents share very positive views about the provision. They say that methods of communication with staff are good, and they are happy with their children's progress.

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. They are aware of the duty to prevent children being drawn into situations that put them at risk. Risk assessment is effective and staff identify and successfully minimise potential hazards indoors and outdoors. Children cannot leave the premises unsupervised and unwanted visitors cannot gain access. Staff-to-child ratios and recruitment and selection procedures meet requirements.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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make sure that supervision of staff is successful in providing guidance, coaching and training to ensure consistently good teaching practice and planning that is constantly put into practice to challenge and extend each child's learning effectively	28/01/2022
ensure that all staff understand how to support children in exploring and investigating, developing their own ideas and finding things out for themselves	28/01/2022
improve support for children to develop and use their home language in play and learning, while also supporting them in reaching a good standard in English.	28/01/2022

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

- give children more time to process their thoughts while in conversation with them and when asking them questions.

Setting details

Unique reference number	EY481771
Local authority	Warwickshire
Inspection number	10210820
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	81
Name of registered person	Wellingtons Day Nurseries Group Limited
Registered person unique reference number	RP904905
Telephone number	01788 541331
Date of previous inspection	21 July 2017

Information about this early years setting

Wellingtons Day Nursery registered in 2014 and is located in Rugby, Warwickshire. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications ranging from level 2 to level 6. The nursery operates for 51 weeks of the year, Monday to Friday, from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn. They discussed the safety and suitability of the premises.
- Staff and children spoke with the inspector during the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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