

Inspection of Mr Wobbles Day Nursery

17 Gloucester Road, Kidsgrove, Stoke-On-Trent, Staffordshire ST7 1EH

Inspection date: 14 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff provide a warm and welcoming environment for children. They promote children's emotional security well. Staff join children as they play and offer plenty of praise. Children demonstrate that they are happy and feel safe at nursery. They form close relationships with staff and each other. Children's behaviour is positive.

Early writing skills are emerging as toddlers enjoy making marks with crayons and pencils. Older children learn to recognise familiar words, such as their name and how it looks in print. Some mathematical skills are promoted well. Children learn about size and capacity as they fill and empty containers with rice. Pre-school children recite number names in sequence.

Staff help children to develop a healthy lifestyle, through nutritious and snacks. Children develop good physical skills as they run, jump and climb outdoors. They concentrate as they practise walking and balancing across the obstacle course. However, staff have not considered how to make the most of time outdoors to ensure children have access to well-thought-out experiences that reflect the curriculum available inside the nursery.

Overall, staff support children's communication and language skills well. Toddlers use familiar puppets while they sing a variety of nursery rhymes. Children giggle together as they sing their favourite songs. Pre-school children enjoy sitting and looking at different books. Staff read stories to children to help promote their love of books and early reading skills. Since the COVID-19 pandemic, parents are no longer invited inside the nursery. Staff provide parents with details of their child's day.

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

- Staff provide good support for children who have special educational needs and/or disabilities. The special educational needs coordinator is knowledgeable in her role. She works closely with the staff team to implement strategies to support children and their families.
- The quality of teaching is inconsistent within the nursery. On occasions, staff miss opportunities to extend children's play and learning to a high level. They do not always recognise when children have finished with the activities and resources on offer. Staff do not always plan the environments carefully for all children. For example, at times, there are limited activities and resources available indoors, particularly in the pre-school room. As a result, children are not always challenged with rich-learning opportunities that support their good progress.
- Staff teach children about some cultural festivals throughout the year. Children

learn and develop an understanding of the diverse cultures within their community. However, staff do not always use effective strategies to fully support those children whose home language is not English to value and use their home languages, to help them understand what makes them unique.

- Staff plan some exciting activities for babies to stimulate their senses; they enjoy scooping and crushing cereal and experiment with textures. As a result, babies are eager to explore new experiences. Babies show that they feel happy and settled. They develop secure bonds with staff and explore the environment independently.
- The new management team has implemented positive changes. They have completed a thorough self-evaluation and action plans are implemented to drive further improvements. However, improvements are in their early stages and teaching and learning are not yet good enough.
- Staff have regular supervision and training sessions. Their morale and commitment to improving outcomes for children are high. However, staff training to date has not resulted in the quality of teaching being raised to a consistently good level. Not all staff make accurate assessments of children's learning. They do not have a good enough understanding of what children already know and what they need to learn next. This means that they do not always focus planned activities sufficiently on what children need to learn next.
- Staff share care information and talk to parents about how their child's day has been. However, due to staff changes, the information about children's learning is not always shared with parents. Parents do not always know who their child's key person is. This means parents do not always know how their child is progressing to help them build on their child's learning at home.
- Parents are very happy with the provision. They say that their children are happy to attend and are settled. Parents state that their children have made good progress in their learning and development since attending the setting.

Safeguarding

The arrangements for safeguarding are effective.

The manager and proprietor complete robust recruitment and vetting arrangements to ensure that those working with children are suitable for their role. Staff have access to child protection training and demonstrate a good knowledge and understanding of how to keep children safe. All staff can describe the procedures to follow if they have any concerns about children. They are confident to discuss signs of potential abuse and neglect, staff understand their responsibilities to protect children from wider child protection issues. Staff understand whistle-blowing procedures and are aware of who they can contact in the local authority, if they have concerns.

What does the setting need to do to improve?

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

	Due date
develop further staff support to help them understand how to plan and deliver a curriculum to ensure children's learning and engagement is consistently high	17/01/2022
monitor the quality of teaching so that staff receive the support they need so that it is of a consistently good quality	17/01/2022
improve the key-person system so that parents receive up-to-date information about who their child's key person is and ensure that every child receives personalised care and learning that meets their specific needs.	17/01/2022

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

- develop the use of the outdoor area to extend children's interests and learning, especially those who prefer to learn outdoors
- ensure the educational programme includes activities and experiences that help children to value their home language.

Setting details

Unique reference number	2547820
Local authority	Staffordshire
Inspection number	10217055
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	28
Number of children on roll	49
Name of registered person	Mr Wobbles Day Nursery Ltd
Registered person unique reference number	2547819
Telephone number	07368628775
Date of previous inspection	Not applicable

Information about this early years setting

Mr Wobbles Day Nursery registered in 2019. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 and 6 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round, with sessions from 7.30am until 6pm.

Information about this inspection

Inspector
Beverley Devlin

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 and the inspector completed a learning walk in the nursery to gain an understanding of how this early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the proprietor and manager and looked at relevant documentation and evidence of staff's suitability.
- A range of documentation was viewed by the inspector, including recorded accidents, safeguarding and mobile phone policy and procedures, and paediatric first-aid qualifications.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their 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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