

Inspection of The Wantage Nursery & Preschool

6-7 Church Street, Wantage, Oxon OX12 8BL

Inspection date:

6 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

The leadership team have a clear vision about what they want children to achieve and learn. However, some staff do not implement the curriculum learning intentions well enough to help children build effectively on their skills and knowledge. Staff are, sometimes, not organised effectively, which affects the quality of children's experiences. For instance, toddler's behaviour deteriorated as routines were not managed well by staff. Children became bored and restless when waiting dressed in their coats ready to go outside. They were not engaged purposefully during this time and it became quite chaotic. However, at other times, toddlers were observed to engage in suitable play and activities. For example, children played imaginatively and made marks in sand using model animals.

On occasion, the key-person approach is not implemented effectively. For instance, four different staff members tried to individually calm an upset child, which did not provide consistent support. Despite the weaknesses, children are, generally, happy and settled and show that they feel safe in the care of staff. At times, staff appropriately implement some learning intentions, such as support for children's language development. For example, staff and children in all rooms regularly sing songs and rhymes. Babies enjoy sensory experiences, such as exploring 'chocolate' water and musical instruments. Babies' physical development is supported well. For example, the furniture is arranged to help babies pull themselves up and develop their walking skills. The pre-school children enjoy challenges and learn to manage risks. For example, they independently stepped over large wooden blocks. This helped children gain confidence in their abilities and develop their balance and coordination.

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

- Overall, staff show an appropriate understanding of the curriculum learning intentions for children. However, these are not always implemented as well as possible. This means that in some areas of the nursery, children's learning is not supported at a consistently good level. For example, some staff struggled to manage routines and children's behaviour, even with additional help from the manager. This led to some children not behaving appropriately or being kind to some of their friends.
- Pre-school children benefit from some small group activities, where they learn to listen and concentrate. At times, some staff encourage children's independence appropriately. For example, babies learn to feed themselves. Pre-school children pour their own drinks and are encouraged to put on their own coats using the 'magic trick'. However, on occasion, some staff are not fully consistent in promoting the learning intentions for developing children's independence. This means children are, sometimes, not encouraged to do more for themselves, to

help build further on their developing independence.

- There have been a number of changes in the staff team. New staff have settled in well and they say they feel supported in their work. There is an induction process with regular reviews and existing staff have suitable supervision arrangements. Sometimes, some staff do not carry out their roles and responsibilities effectively. Sometimes, they are not prepared well to help meet and support children's needs. For example, staff had not organised bedding ready for some children's sleep times.
- Overall, there are strong relationships with parents. Staff provide daily information to parents about their child's day, such as sleep times, nappy changes and activities. Parents mainly speak positively about the nursery and their children's time there. A small number of parents raised that they are unaware of which staff member is their child's key person. This does not enable them to form a closer partnership regarding their child's care and learning needs. In addition, some raised that they do not receive much information about their child's development. At the time of the inspection, the leadership team were taking steps to address this and were planning an online parents' evening.
- The manager understands the importance of working with parents and outside professionals to support children who may be at risk of falling behind in their development. She understands that, due to COVID-19, there are, sometimes, delays in children accessing professional support, such as speech therapy. She recognises the need for staff to encourage children's language skills. Staff provide support for children who need some extra help, such as encouraging their developing vocabulary. This includes speaking clearly to children, so they can hear how words are said. When staff receive professional advice they implement specific strategies to support children.
- Children have access to a well-resourced nursery environment. This offers them different places to play and learn, including a large outdoor learning area and garden. All ages of children use these areas, which helps provide a variety of activities and experiences. Additional funding to support individual children is used well. For instance, resources were bought in relation to children's interests to help promote their curiosity and engagement in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff show a secure understanding of how to recognise and manage concerns about children. In addition, they also demonstrate awareness of what types of staff behaviours would raise their concerns. Staff know how to report concerns, including to the nursery's designated safeguarding lead staff and outside agencies. When required, the manager understands the importance of working with outside agencies to support families and to monitor children's well-being. Staff supervise children appropriately to help keep them safe. They know how to manage accidents that occur to children, including making records of any injuries and the first-aid treatment given.

What does the setting need to do to improve?

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

	Due date
ensure the key-person approach is implemented effectively to support children consistently, and to provide a close two-way partnership with parents, to share information to meet children's individual needs	07/01/2022
support staff to implement the learning intentions consistently to help children to build on their knowledge and skills more successfully.	21/02/2022

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

- ensure staff are able to confidently implement routines and changes during the day, to support children effectively and promote their positive behaviour
- provide more guidance to all staff to help them carry out their roles and responsibilities to a consistently good level.

Setting details

Unique reference number	EY435803
Local authority	Oxfordshire
Inspection number	10207520
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 at time of inspection	0 to 4
Total number of places	44
Number of children on roll	51
Name of registered person	Berridge, Nigel
Registered person unique reference number	RP516028
Telephone number	01235760213
Date of previous inspection	12 August 2016

Information about this early years setting

The Wantage Nursery & Preschool registered in 2005. The nursery is situated in the centre of Wantage, Oxfordshire. It is open each weekday from 7.30am to 6pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs nine staff, five of whom hold relevant early years qualifications.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- This was the first routine inspection the provider 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 provider.
- Discussions and meetings were held with the leadership team and staff during the inspection.
- The manager took the inspector on a learning walk of the nursery and explained the curriculum intentions.
- The manager and the inspector observed and evaluated an activity together.
- The inspector gained views from parents about the nursery through discussions in person and by telephone.
- Children interacted with the inspector and talked about their interests and activities.

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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