

Inspection of Welcome Nurseries @ The Stables Wem

20 Wemsbrook Road, Wem, SHREWSBURY SY4 5AH

Inspection date:

22 February 2022

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

The provider does not ensure the manager and staff are provided with the support and professional development they need. This means teaching is variable and assessment for two-year-olds is weak. Therefore, children do not make good progress. In addition, the provider and staff do not maintain records to aid the effective running of the nursery. Despite this, staff have strong relationships with children. Parents comment on the warm relationships they have with staff.

Key persons meet children's care needs well because of the information they gather from parents. Despite some aspects of assessment being weak, staff do provide regular information for parents. One of the ways they do this is through parent consultations. Staff complete these via telephone currently, due to the risk assessments in place in response to the COVID-19 pandemic. Key persons are confident to share any concerns they have for a child's health with parents. This enables parents to seek the medical treatment they need for their child. Staff make appropriate reasonable adjustments to offer an inclusive service for children.

Communication is a focus of the curriculum at this nursery. While teaching is not always good, children do learn some skills. This includes saying single words, listening and responding to questions and joining in with some familiar songs and rhymes.

Children do not always benefit from good-quality teaching to support their behaviour development. For example, when children throw toys on the floor repeatedly, the teaching of expected behaviour differs between staff because some staff are less skilled. Therefore, children do not consistently learn what is expected of them. That said, they learn to recognise and label some emotions.

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

- The provider and manager have a strong focus on staff well-being and workload. Although, this monitoring of staff does not help to develop practice further. There are not yet effective methods in place to identify and address weaknesses swiftly. The manager, deputy and room leaders need further support to help them to understand how to improve the overall quality of the nursery.
- The provider has procedures in place for staff to follow to maintain the required records. This includes recording the attendance of staff and children. Staff do not maintain these records effectively to ensure they are accurate and up to date. In addition, the policies used by the provider are not personalised to the nursery. They do not reflect the staffing structure and the key personnel working at this nursery. This leads to confusion in staff's understanding of procedures.
- The manager has some plans for the curriculum. They know what they want

children of different ages to learn over time. However, the provider has not given the manager sufficient support and supervision. This means they have not yet developed the knowledge and skills needed to lead the curriculum effectively. The curriculum plans are not yet ambitious for all children, specifically in the context of COVID-19.

- The room leader of the toddler room understands her role and responsibilities to carry out the progress check for children aged between two and three years. Other staff working with two-year-olds do not. This is because they have not received effective professional development, coaching and mentoring. Parents do not receive a written summary of their child's development. Where staff do complete the progress check, the quality is inconsistent.
- Children do not receive sufficient challenge to help them to make the best possible progress. This is because of weaknesses in staff supervision and professional development. For example, in the baby room, when the room leader is called away from activities, other staff do not understand their role in leading activities to teach children effectively. Nevertheless, children do gain some knowledge and skills from their starting points. For example, pre-school children recall the story about three little pigs. They make a straw house, a house made out of sticks and stack blocks to pretend to build a house out of bricks.
- The provider has plans to renovate the nursery environment, although, this has not yet started. While some staff are working hard to deliver good-quality teaching through the learning environments. This is not consistent in all the rooms. This results in some children only making satisfactory progress.
- Staff promote children's personal development. They give children some messages about the importance of healthy lifestyles, including oral hygiene. The curriculum goes some way to preparing children for life in modern Britain. For instance, staff introduce the concept of democracy to help children to understand that the majority wins.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sufficient knowledge of safeguarding. This enables them to identify concerns about a child's welfare and report their concern to one of the company safeguarding leads. Staff know how to raise an allegation or concern about others working in the nursery. Staff complete checks of the nursery premises to identify hazards and take steps to help reduce risks. This helps to ensure the environments are safe. The provider does not maintain recruitment records in good order. Despite this, staff suitability has been checked, to help ensure they are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide staff with appropriate professional development to ensure that they have the knowledge and skills to fulfil their roles and responsibilities	20/05/2022
implement effective supervision of all staff, including the manager, to ensure that they receive coaching and mentoring to improve their personal effectiveness and provide at least a good standard of education	20/05/2022
maintain accurate and up-to-date records that are available for inspection	22/04/2022
complete the progress check for all children between the age of two and three years, and provide parents with a written summary of their child's development, identifying their child's strengths, any areas where their child's progress is less than expected and the activities and strategies to address any issues or concerns.	22/04/2022

Setting details

Unique reference number	2635049
Local authority	Shropshire
Inspection number	10221386
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	54
Number of children on roll	42
Name of registered person	Welcome Nurseries Ltd
Registered person unique reference number	2576357
Telephone number	01939232723
Date of previous inspection	Not applicable

Information about this early years setting

Welcome Nurseries @ The Stables Wem was registered in 2021. It is part of a group of nurseries operated by Welcome Nurseries Ltd. The nursery is open Monday to Friday, from 8am until 6pm, all year round. The provider employs nine members of childcare staff. Of these, eight hold recognised early years qualifications. The provider receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Scott Thomas-White

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.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum. The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- Parents shared their views of the nursery, in writing, with the inspector. Children communicated with the inspector during the inspection. The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out two joint observations and evaluated an activity with the manager.
- The inspector spoke with the manager about the leadership and management of the nursery. He 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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