

# Inspection of Wickersley Nursery Ltd

2A Black Carr Road, Wickersley, Rotherham S66 2DJ

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Inspection date: 28 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Children arrive confident and full of smiles at this welcoming nursery. Children are learning to be independent. They tidy up after themselves and respond to prompts and instructions from staff. For example, children wash their hands before lunch. They clear away their own plates and cups with ease. Children are familiar with the nursery routine and what staff expect of them.

Children enjoy a wide range of activities provided for them. They laugh as they bang drums and sing familiar songs. Babies practise taking turns as they roll a ball to a staff member. They put their hands in the air as they guess which way the ball will roll. Children concentrate as they put one block on top of another and name the colours of the blocks.

Children use their imagination as they take part in activities linked to the book 'Jack and the Beanstalk'. They talk about what they would like to find if they climbed a beanstalk. Staff support children's language skills effectively. They model sentences, such as 'If I was to climb a beanstalk, I would like to find...'. This supports children to extend their vocabulary. Children who are getting ready to move from the baby room to the next stage are well prepared. They are able to recall details from familiar books. They recognise characters from their favourite book 'The Gruffalo'. They point at the pictures and say 'owl', 'fox' and 'ice cream'.

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

- Children's behaviour is generally good. Staff promote good behaviour as they encourage children to use 'kind hands' and to take turns. Staff use praise to encourage good behaviour that enables children to know what is right and wrong.
- Staff know the children well. They understand children's different ages and stages of development and plan group activities with these in mind. Children listen with interest as staff talk about the weather outside. Children answer questions about what they should wear outdoors. They talk about needing hats, scarfs, coats and gloves when it is cold outside.
- Staff are caring and respectful when carrying out care routines. They ask permission to change a child's nappy and talk about what they are doing. When children hurt themselves, staff offer comfort and speak to children calmly. Staff sing soothing songs to children while helping them to sleep. Children build close bonds with the staff who care for them.
- Staff use what they know about children to plan activities that support what they want children to learn next. This helps children to build on existing skills. For example, children use play dough to strengthen the muscles in their hands. Staff then introduce pencils of different sizes for children to practise mark making.

- Partnership with parents is mostly strong. Staff talk to parents when their children first start at the nursery. They find out key information about children's likes and dislikes and what children already know and can do. All children have a key person who regularly updates an online system to inform parents about their children's progress. However, not all parents access the information regularly. This limits some parents' understanding of how they can help their children's learning at home. That being said, this is because parents are not entering the building due to the ongoing COVID-19 pandemic and are not always meeting staff face to face.
- Children with special educational needs and/or disabilities (SEND) are particularly well supported. Managers ensure that staff work with outside agencies such as speech and language therapists. This helps staff to provide children with the support they need. Children with SEND are making good progress in their language and communication.
- Managers have a clear plan of training and support for staff. They recognise individual staff's strengths and weaknesses. As a result, they have implemented peer observations. These give staff the opportunity to learn from other team members' skills. Therefore, staff have enhanced their skills, such as understanding how all children learn. This is helping children to make good progress across all areas of learning.
- Managers access funding to enhance the opportunities available for children. They use funding provided through a childcare voucher scheme to buy extra resources. They consider what they need to support children's next stage in learning. For example, they have provided toys for children to push and pull. This is helping babies to further develop their physical skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff are clear about their responsibilities in relation to safeguarding. They know the signs they need to be alert to that a child may be suffering from harm. Managers ensure that staff are well informed about any local safeguarding issues. They provide training during team meetings to enhance staff's knowledge. There are clear reporting procedures in place, including for reporting allegations against staff. Risk assessment processes help staff to identify and reduce any risks to children.

## **What does the setting need to do to improve?**

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

- monitor the effectiveness of existing communication methods with parents to ensure that all parents are regularly accessing information about their child, in particular to help them understand their child's next steps in learning.

## Setting details

<b>Unique reference number</b>	EY489043
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10216797
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	52
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Wickersley Nursery Ltd
<b>Registered person unique reference number</b>	RP534570
<b>Telephone number</b>	01709 702422
<b>Date of previous inspection</b>	19 March 2018

## Information about this early years setting

Wickersley Nursery Ltd registered in 2008 and operates in Rotherham. The owner also operates a number of other nurseries across South Yorkshire. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including the manager who holds a qualification at level 6. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Aimee Hill

## 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 the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group 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.
- The inspector spoke with the nominated individual about the leadership and management of the setting.

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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