

# Inspection of Wally's Day Nursery

60 Shails Lane, TROWBRIDGE, Wiltshire BA14 8LN

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Inspection date: 11 May 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>Outstanding</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 are confident and happy in this welcoming and calm environment. They are keen to explore the activities and high-quality resources and to tell adults what they enjoy doing at their nursery. Children form secure attachments with staff and one another. Babies are emotionally confident to explore the resources and readily approach staff if they need support. Older children form excellent relationships with one another. They show high levels of respect as they play together cooperatively and include all children, regardless of their backgrounds or abilities. Toddlers show high levels of concentration when they explore paint with their hands and make marks on a clingfilm-wrapped table. Older children concentrate well and persevere as they work out how to make jewels stick to the clay 'doughnuts' they have made.

Staff have high expectations for all children. Toddlers feed themselves using cutlery. Young children collect their lunch and scrape their plates. Older children arrive, take their coats off and hang their belongings up independently. The manager has a clear focus for what she wants the children to learn as they progress through the nursery.

Partnerships with parents are very good. Parents report that they are very happy with the progress their children have made and know what they are learning. Parents say that the online app and social media page keep them well informed about the activities their children enjoy.

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

- Children's behaviour is exemplary. They show that they know how to follow the rules and boundaries to keep themselves and others safe. For instance, older children know to tell staff when they want to use the climbing frame. Children share, take turns and show kindness towards their friends.
- The manager and staff work hard to help parents support children's learning at home. For example, they offer advice on how to reduce the use of computer tablets and on toilet training. In addition, they held a 'play and learning' course for parents over a six-week period at the weekends. This helped parents to understand the importance of supporting their children's independence and creativity at home.
- The manager has a clear vision of what she wants children to learn. Staff plan to help children progress through the areas of learning based on their interests and needs. All children, including those who learn English as an additional language and those with special educational needs and/or disabilities, make good progress from their starting points.
- Additional funding is, in the main, used well to support individual children's needs in the nursery. However, at times, staff deployment is inconsistent to

support those children to try out new experiences and extend their learning even further. The manager reports that due to the COVID-19 pandemic, they are struggling with staff recruitment.

- The manager monitors staff practice. Staff receive support and training to help improve their practice. Staff in the baby room have recently attended courses on specific educational approaches. They have increased natural resources in the room and created a calmer environment. On the whole, new babies settle well and are happier as a result.
- Staff successfully encourage children to recall learning to embed what they have learned. During story time, children talk about the characters in the book, their emotions and their clothes, and make links to a prior activity where they dressed up. Children recall the names of two-dimensional shapes when they explore resources for a craft activity.
- Staff place a strong emphasis on promoting children's speech and language, including those who learn English as an additional language. Children enjoy singing and joining in with rhymes and stories. Staff provide regular small-group activities for children with speech delays. They are quick to seek additional outside support to help children catch up.
- Children have daily physical play as they climb, balance and develop their core strength. They manipulate dough and use a variety of tools to strengthen their hand muscles in readiness for early writing. Children have some opportunities to engage in more exuberant physical activity. However, this is not part of the daily routine to develop children's good health even further.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a sound knowledge of child protection and a wide range of safeguarding issues. They know where to find the local safeguarding partnership guidance and to follow this if concerned about a child's welfare or the conduct of a colleague. Recruitment procedures help the manager to check that staff are suitable to work with children. Children learn to take managed risks, swinging on the hoops of the climbing frame. They learn to use glass and china jugs and cups and ceramic plates safely.

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

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

- use additional funding more effectively so that those children who need extra support are consistently helped to try new experiences and have their learning extended even further
- increase opportunities for children to engage in exuberant physical activity, to support their good health further.

## Setting details

<b>Unique reference number</b>	EY297019
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10238521
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	92
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Arrundale, Elaine
<b>Registered person unique reference number</b>	RP905606
<b>Telephone number</b>	01225 776799
<b>Date of previous inspection</b>	1 November 2018

## Information about this early years setting

Wally's Day Nursery registered in 2004. The nursery employs 11 members of childcare staff. All staff hold appropriate early years qualifications at level 3 to level 7, including one with qualified teacher status. The nursery opens from 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

### Inspectors

Charlotte Jenkin  
Karen Allen

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager joined one inspector on a learning walk of all areas of the nursery and discussed the early years curriculum.
- The inspectors spoke to parents and took account of their views.
- The inspectors spoke to staff at appropriate times during the inspection.
- The inspectors observed the interactions between staff and children, indoors and outdoors, and the impact of these on children's learning.
- One inspector carried out a joint observation of an activity with the manager and discussed how well this supported children's learning.
- The inspectors spoke with the manager about the leadership of the nursery and sampled some documentation.
- Children were keen to tell the inspectors what they enjoyed doing at 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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