

# Inspection of Wellyboots Nursery And Pre-School

Upavon Community Centre, Watson Close, Upavon, Pewsey, Wiltshire SN9 6AF

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Inspection date:

8 September 2022

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## **Overall effectiveness**

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## **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**

Although there are inconsistencies in the quality of teaching, children arrive happy and excited as they enter the main room. They wave goodbye to their parents as friendly staff greet them. The children independently hang up their coats and place their drinks on the trolley. They confidently express their wants and needs to staff, such as 'I need a wee' or 'I am thirsty'. Children show that they have built good relationships with key persons as they call them to engage in their play. However, new children are allocated a different key person after two weeks. This impacts on their ability to form relationships and settle quickly as it is not consistent.

Staff plan activities for children based on their interests. For example, children explore the play dough table. They use rolling pins and cut shapes with cutters. This supports the muscles needed for later writing skills. Staff interact with children. They model language and narrate the children's play, which helps to develop children's language skills. Staff offer children lots of praise, which builds their confidence and self-esteem. During a creative activity, children show others what they have made, which builds their pride and sense of achievement. However, some children find the activities too easy and soon lose interest. This causes them to become disengaged and jump quickly between activities.

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

- The manager is extremely passionate and wants to provide good-quality provision for all children in her care. She values children learning through play and wants to create a place where children thrive. The manager finds inspiration from other nurseries and has signed up for accreditations to improve the environment. She has lots of plans and ideas for improving the nursery, including creating a space to provide forest-school sessions.
- Staff plan a range of activities based on the children's interests. They use open-ended questions to determine what children already know, and use interactions to extend their learning. However, the manager has not yet implemented a clear and sequenced curriculum. She is unsure of what she wants children to learn and achieve in each room. This means that children do not make the best possible progress and do not achieve their next stages of learning. For example, older babies sit in highchairs during mealtimes. Staff do not prepare children for their transition to toddlers where children sit on chairs. As a result, the children have difficulty understanding and following routines or concentrating for longer periods of time. This means that children get up from the table during mealtimes, which disrupts other children.
- Overall, children behave well. They play well alongside each other and listen to each other's ideas. Children respond positively to praise and reassurance, which helps to support their emotional well-being. Staff encourage children to use

good manners and learn to be kind and caring towards each other. However, staff do not fully support children to manage their feelings and behaviours consistently. This means that some children snatch from others and refuse to participate in daily routines. For example, when children show challenging behaviour, staff use gentle reminders, such as 'can we use our indoor voice' and 'remember, gentle hands'. When the children do this again, staff do not always attempt to reinforce the rules or explain further why these behaviours are not acceptable. This means that children continue to behave in this way, causing the room to be noisy and disruptive to other learners.

- Staff praise the manager, who always listens and takes on board their ideas. They receive regular training aimed at supporting them within their roles, such as baby room training. They feel that the paperwork is manageable and that the manager is always there to help them. Staff receive regular feedback on their performance and reflect on ways to improve their provision. However, staff lack confidence in the curriculum and feel they need more training to gain a better understanding of what they want children to learn and why.
- Parent partnership is strong. Staff keep parents up to date with their children's progress and daily activities. The parents state that their children love the nursery and come home messy after a good day. Parents value the manager's passion and her child-led approach to learning. They gain lots of support and guidance from staff on potty training, fussy eating and other concerns. The parents praise the manager and her team for being flexible by offering extra or swapped sessions to support work changes or other commitments.
- Older children benefit from a large outdoor play space, which offers them plenty of space to run around and get out of breath. This builds strong gross-motor skills and helps to burn off excess energy. The children help to look after the nursery pets. This supports them to understand the care routines of the animals. The babies explore their private garden. They happily explore the sand tray, using plastic cups to scoop up the sand. However, resources in this garden are extremely limited and staff do not set up outside activities for the children. This means that older babies are not provided with enough challenge. This causes them to snatch toys and present challenging behaviour.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her team understand their responsibility to safeguard the children in their care. Staff understand the procedure to follow and how to report any concerns about a child at risk of harm. They show a good understanding of how to identify the signs and symptoms of abuse, including female genital mutilation and domestic abuse. The manager ensures that staff feel confident to report any allegations against staff to the relevant agencies. She continuously tests staff knowledge through regular audits, which creates a good safeguarding culture. The manager follows safer recruitment procedures to ensure all staff are suitable to work with children. Staff complete an induction to ensure that they understand their responsibilities and all company procedures.

## 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
implement effective behaviour management strategies to ensure that children are deeply engaged in their play and learn to recognise how their feelings and behaviour impact on others	20/10/2022
improve the settling-in process to ensure that children have a constant key person to support them to settle in and build secure attachments	06/10/2022
ensure that staff receive training to support them in understanding the curriculum intent and what they want children to learn	20/10/2022
implement a clear, well-sequenced curriculum that sets out what children need to learn in each room to fully prepare them for the next stage of learning.	20/10/2022

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

- further support staff performance by closely monitoring their practice to improve the quality of teaching and their knowledge of the curriculum
- ensure that the baby outdoor learning environment covers all seven areas of learning and provides babies with more-challenging play.

## Setting details

<b>Unique reference number</b>	2545593
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10215540
<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>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Wellyboots Nursery And Preschool Upavon Cic
<b>Registered person unique reference number</b>	2545592
<b>Telephone number</b>	01980 630166
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The nursery registered in 2019. It operates every weekday from 8am to 6pm. It is closed for the last two weeks of August and two weeks over Christmas. The nursery is in receipt of funding for free nursery education sessions for children aged two, three and four years. It has 11 staff, eight of whom hold a relevant qualification at level 3 or above.

## Information about this inspection

### Inspector

Louise Phillips

## Inspection activities

- This was the provider's first routine inspection 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 inspector and the manager completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during indoor and outdoor play and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of written testimonials.
- Children spoke to and engaged with the inspector during the inspection.

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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