

# Inspection of Welbourne Primary Academy Nursery

Welbourne Primary Academy, Goodwin Walk, Werrington, Peterborough PE4 6NR

---

Inspection date: 20 October 2022

---

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Not applicable
--	----------------

## What is it like to attend this early years setting?

### The provision is good

Children arrive at the nursery and separate from their parents with ease. They settle in quickly and adopt positive relationships with staff, showing they feel happy, safe and secure. Children demonstrate a strong sense of belonging. They are independent learners and engage in a wide range of outdoor activities. Children put their 'wellies' on and show delight when splashing in the muddy puddles. They learn about the world around them. Staff support children as they examine pumpkins and learn new information about how they grow. They observe the size, shape and colour of pumpkins. Children investigate different parts of the fruit, such as the seeds and slimy texture inside.

Children enjoy singing their favourite nursery rhymes with staff. They actively join in with the actions and repeated refrains. Children keenly anticipate the part where they jump up and down, pretending to be bunnies. They have fun and giggle with delight. Children are kind, caring and considerate towards each other and play cooperatively together. They demonstrate good manners and regularly say 'please' and 'thank you'. Children follow instructions and are learning to share.

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

- Parents speak highly of the nursery and feel part of their children's learning journey. They say they are 'involved in the planning process' and contribute to their 'individual plans'. Parents talk confidently about the good progress that their children have made during their time at the setting. They value the online information that they receive about their children's care and learning.
- Key staff know children well and have an in-depth knowledge of child development. They make regular observations of what children know and can do, and use this information to plan what they need to learn next. Children are prepared well for the next phase in their learning.
- Staff promptly identify gaps in children's learning. They support children with special educational needs and/or disabilities effectively. They speak regularly with other professionals to review children's progress and share information about children's learning and development. Staff provide targeted support to help children move forward in their education.
- Babies excel in their development. For example, staff provide opportunities for them to access activities at a higher level to encourage them to stand. This helps to build the muscles in their legs, ready for walking. Staff commentate on their play and name objects to enhance their language development.
- Children enjoy healthy, balanced meals and snacks. Staff support children with an intolerance or dietary requirement well. Children use knives to butter their bread at snack time and develop the necessary skills to chop and peel fruit. Staff praise children for their efforts, which boosts their self-esteem and creates a

positive can-do attitude. Children concentrate and persist when problems arise. For example, children try to peel a banana but have difficulty removing the first section. Staff offer guidance to help them achieve what they set out to do.

- The leadership and management team have a clear vision for ongoing improvements for the nursery. They have identified strengths and areas for further development, such as the noise level in the room affecting children's concentration. The leadership and management team are trying to resolve this swiftly.
- The experienced and well-retained staff report that they feel supported by the leadership and management team. They meet to talk about their well-being and address any issues. However, managers do not arrange supervision meetings for staff or support their continued professional development on a regular basis.
- Overall, staff support children's development of the English language well. Children who speak English as an additional language are valued and encouraged to improve their vocabulary. Staff gather some key words in children's home languages from parents. However, staff do not provide enough opportunities for children to use their home languages during play.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to keep children safe from harm. They have a good awareness of child protection matters, including the wider safeguarding issues, such as radicalisation and extremism. Staff are knowledgeable about the signs and symptoms of potential abuse and/or neglect. They have relevant procedures in place should they need to report any concerns about a child in their care to the appropriate agencies.

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

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

- establish more regular programmes of supervision and continuous professional development for staff to raise the quality of teaching to the highest level
- increase opportunities for children to use and hear their home languages during play.

## Setting details

<b>Unique reference number</b>	2591957
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10249172
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	28
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Thomas Deacon Education Trust
<b>Registered person unique reference number</b>	2509740
<b>Telephone number</b>	01733 576642
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Welbourne Primary Academy Nursery registered in 2020 and is located in Peterborough. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, for 40 weeks per year. Sessions are from 8.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marie Walker

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and took that into account in their evaluation of the nursery.
- The inspector conducted a learning walk with the manager to discuss how the curriculum is planned and what opportunities are available for children.
- A joint observation was carried out with the manager, and the impact of this on children's learning and development was evaluated.
- The children, staff and some parents spoke with the inspector. Parents provided written feedback and the inspector took their views into consideration.
- The inspector observed the quality of teaching during activities and assessed the impact that this had on children's learning.
- The inspector sampled a range of documentation, including staff's first-aid certificates and evidence of staff suitability.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022