

# Inspection of Wellingtons Day Nursery

Wellingtons Nursery, 2 - 4 Regent Place, RUGBY, Warwickshire CV21 2PN

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Inspection date: 7 October 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Requires improvement

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

### The provision is inadequate

Children are not effectively protected from harm in this setting. This is because leaders do not make sure staff have the required knowledge of the local child protection procedures. This compromises the safety and well-being of children. Not all children learn how to behave well. At times, older children run up and down the nursery room with cars, pushing and pulling at each other. Staff do not give children the support they need to help them to learn what is expected of them.

Children do not receive good quality learning experiences, which build on what they already know and can do. Children are able to access and choose what they want to play with. However, learning is incidental as staff fail to motivate them to learn. For example, children race around the nursery, and lack interest in the activities and toys that are set out for them. Staff do not have enough knowledge of the children to help them to plan activities that will support their learning. Consequently, children do not make the progress they are capable of. The new manager has a clear understanding of the curriculum. However, as the manager has been in post for only four days, there has not yet been time to embed this across the setting.

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

- The provider does not have sufficient oversight of the nursery and staff. While some improvements have been made since the last inspection, further weaknesses have arisen which put children at risk of harm. The monitoring of staff teaching practice is weak. The provider has not identified or addressed the weaknesses, which impact on the welfare of children and the quality of the provision children receive.
- The manager and some staff are newly appointed to the nursery. However, staff have not received the induction they need to fully understand their roles and responsibilities. This includes how to keep children safe and the whistle-blowing procedure. Staff do not receive the support and coaching they need to improve their practice. Although the provider recognises that the quality of teaching is variable, she has not addressed these weaknesses to ensure children receive quality learning experiences. That said, the new manager has a clear vision of what she wants to achieve. However, she has not had sufficient time to implement her plans to make the necessary improvements.
- Teaching across the nursery is too variable and in some areas is poor. Staff do not know all of the children well enough to plan for their individual learning needs. They do not take steps to monitor the progress that children make to help them to plan for what children need to learn next. This means that children do not make the progress of which they are capable.
- There are no effective arrangements in place for the supervision and training of

staff. Staff do not receive ongoing supervision or training. This does not support or help staff to keep children safe and develop their knowledge and practice.

- Children who are new to the setting settle well. Staff are kind and help children to settle. However, the arrangements for settling children when they transition to new rooms are not fully effective. This is because staff do not share pertinent information with each other about children's individual care and learning needs. This means that little is done to ensure that children receive the quality of learning they need to make any continued progress.
- Children with special educational needs and/or disabilities are not supported effectively. Staff do not know children well enough to ensure children's individual needs are met and they receive the precise targeted support they need. Consequently, children are disinterested, wander around the room and stand by the door for long periods of time with no interaction.
- Staff have built good relationships with parents. However, they do not gather information from parents when children first start. Consequently, staff are unsure of what children already know and can do when they first start and what they want children to learn. Parents are happy with the information they receive about their children's care and feel well informed. Parents report that their children are happy attending.
- Children receive the support they need to develop independence from an early age. Younger children are encouraged to feed themselves. Pre-school children wash their hands ready to eat, help themselves to their food and tidy up the table after they have finished eating. Staff regularly praise children, which builds their confidence in these abilities.

## Safeguarding

The arrangements for safeguarding are not effective.

Overall, staff do not have sufficient understanding of signs and symptoms that indicate a child is at risk of abuse. They do not know the local procedures that must be followed in the event of concerns about a child's welfare or if an allegation is made against a colleague. They do not know how to escalate concerns or report them to the appropriate safeguarding partners. This is because leaders and managers have failed to ensure that staff understand the setting's safeguarding policy and procedures. That said, leaders and managers do have a secure knowledge of child protection matters and the local procedures they must follow in the event of any concerns. Safer recruitment procedures are followed, including the background checks that are carried out to ensure the suitability of staff to work in the setting. Routine checks are made in the environment to ensure that it is safe for children to attend.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
implement a robust induction process to ensure that all staff have sufficient knowledge of their roles and responsibilities and what is expected of them	25/11/2022
provide all staff with the support, coaching and training they need to ensure they have the skills and knowledge to carry out their roles and responsibilities effectively	25/11/2022
make sure all staff understand the local procedures that must be followed in the event of concerns that a child is at risk of abuse, including how to escalate matters if required	25/11/2022
make sure staff have a secure knowledge of the procedures they must follow in the event of concerns about the conduct of a colleague or where an allegation is made	25/11/2022
make sure that targeted plans for specific support are implemented by staff to ensure that children with special educational needs and/or disabilities make the best possible progress	25/11/2022
the provider must make arrangements to continually oversee and monitor the quality of teaching throughout the setting, to identify and swiftly address the weaknesses in staff practice to raise the quality of the provision that children receive	25/11/2022
implement effective behaviour management strategies to support children to understand acceptable behaviour.	25/11/2022

**To meet the requirements of the early years foundation stage, the**

**provider must:**

	<b>Due date</b>
improve information sharing between key persons when children move through the nursery, to ensure staff gain a good knowledge of children's individual needs and support a smooth transition for each child	25/11/2022
gather information from parents before children start and use this information to provide children with quality learning experiences that build on what they already know and can do	25/11/2022
ensure staff have a good understanding of the curriculum and what they want children to learn to enable children to make good progress in their learning.	25/11/2022

## Setting details

<b>Unique reference number</b>	EY481771
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10218164
<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>	69
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Wellingtons Day Nurseries Group Limited
<b>Registered person unique reference number</b>	RP904905
<b>Telephone number</b>	01788 541331
<b>Date of previous inspection</b>	3 December 2021

## Information about this early years setting

Wellingtons Day Nursery registered in 2014 and is located in Rugby, Warwickshire. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications ranging from level 2 to level 6. The nursery operates for 51 weeks of the year, Monday to Friday, from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kiri Gill

## Inspection activities

- The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the setting.
- The childcare manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this had on children's learning.
- A joint evaluation of the quality of teaching during an activity took place between the childcare manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the setting managers and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at 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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