

Inspection of Wellyboots Day Care

The Parish Rooms, Bough Beech Road, Four Elms, Edenbridge, Kent TN8 6NE

Inspection date: 13 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive happy and are very eager to explore the activities on offer. They develop strong relationships with staff at this warm and welcoming setting. Children behave well, manage their own conflicts and take turns with others. They listen intently and follow instructions. Staff have high expectations for the children in their care and model good manners. They consistently support and praise children who are learning to share and take turns. This has a positive impact on children's behaviour and the respect which they show to each other.

Children have a positive attitude to learning and show high levels of enjoyment and curiosity. For example, younger children enjoy using their senses as they explore the properties of water and make cups of tea at the sensory tray. Older children prepare their hands for writing by developing their fine motor skills. They use chalks to make marks on blackboards, and carefully cut around cards and paper to create pictures to take home. All children have good opportunities to develop their physical skills and learn to move in different ways. They spend a significant amount of their day outdoors and enjoy playing outside in the fresh air. Children develop their core strength and agility as they run, balance and ride bikes in the outdoor environment. They show delight and giggle, as they put on their wellies and splash in muddy puddles.

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

- The passionate and dedicated management team have worked extremely hard since the last inspection. They have implemented several positive changes. For example, they have made significant improvements to the outdoor area and how routines are organised.
- Overall, children's mathematical development is supported well. For example, children learn to recognise simple shapes and match objects. Staff model mathematical words to compare sizes, such as 'big' and 'small', which children use in their everyday play. However, during activities, such as counting and sequencing, staff do not consistently recognise opportunities to extend children's learning beyond what they already know.
- Children benefit from a language-rich environment. Staff engage children in conversations and provide a narrative while they play. They support children to develop a love for books and reading and build literacy into everyday routines. For instance, children enjoy looking at and sharing books independently with their friends.
- Children have a wealth of opportunities to develop their independence and self-help skills. For example, they complete tasks independently at mealtimes, and manage their own self-care routines well. Children make independent choices about their learning from the wide range of activities and resources. This means

that children are well prepared when they move on to school.

- Partnerships with parents are strong. Parents are highly complimentary about the managers and staff. They comment on the nurturing care they offer and how this supports their children to settle quickly. Parents feel well informed about their children's progress. They value the regular updates and the ideas given to support and extend their children's learning at home.
- Children with special educational needs and/or disabilities are supported well. The special educational needs coordinator works closely with the local schools and other professionals. She is vigilant to any signs that a child might need additional support and knows how to make timely referrals to outside agencies. Individual care plans are detailed and shared with all staff. Managers use additional funding carefully to support children's individual needs, including their well-being and learning.
- The management team have a good understanding of what they do well and what they need to improve. There is a strong team ethos and a shared vision for continual improvement. Managers regularly evaluate the curriculum and work with staff to develop these areas. Staff feel well supported and benefit from regular staff meetings. However, this support and training are not currently focused to make improvements in the teaching of the curriculum, and to help raise their practice to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of the signs and symptoms that may indicate a child is at risk from harm. They know how to report concerns, including allegations, to the designated safeguarding lead and if required, to local safeguarding partners. Children are continually supervised by the well-deployed staff team. The environment is securely maintained. Ongoing risk assessments are completed by staff to ensure children are safe from potential harm. The manager follows safer recruitment procedures to ensure all staff are suitable to work with children.

What does the setting need to do to improve?

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

- provide further support to staff to help them understand how to consistently challenge children in their mathematical development
- strengthen the use of supervision, support and focused training for all staff to further improve the quality and delivery of the curriculum.

Setting details

Unique reference number	2633653
Local authority	Kent
Inspection number	10221159
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 8
Total number of places	24
Number of children on roll	49
Name of registered person	Wellyboots Day Care Limited
Registered person unique reference number	2633656
Telephone number	07967028418
Date of previous inspection	12 January 2022

Information about this early years setting

Wellyboots Day Care re-registered in 2021. It operates a pre-school session from 9am to 3pm, and an after-school club from 3pm to 6pm. The setting is open Monday to Friday, all year round. There are nine staff working with the children. Of these, one holds an appropriate early years qualification at level 6, one holds level 4, two hold level 3, and one holds qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Allen

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The provider and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- At suitable times during the inspection, the inspector spoke to staff, parents and children and took account of their views.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the manager and provider.
- Staff talked to the inspector at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including staff suitability records and first-aid certificates.

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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