

Inspection of Wollaton Village Day Nursery

741 Wollaton Road, Wollaton Village, Nottingham NG8 2AN

Inspection date: 1 March 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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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 inadequate

Staff do not complete thorough risk assessments of the environment that children have access to. In addition, managers and staff do not ensure that children's health and hygiene are promoted at all times. This means children are exposed to hazards in the setting that have an impact on their safety and well-being. Overall, children are not encouraged by managers and staff to behave well. They regularly push others, snatch toys and play inappropriately with resources. The environment is frequently chaotic. For example, children run back and forth indoors with large push-along toys. This creates trip hazards for other children. On the rare occasion when staff step in, children ignore the requests to stop and return to their risky play. Staff do not pursue this.

Children are offered a poorly designed curriculum. Staff do not provide interesting or challenging activities that link to children's individual needs. In addition, staff assessments of children's development are not always accurate. This leads to staff devising inappropriate and unachievable next steps for some children. Children flit between activities, rarely staying focused for long. This is because purposeful staff interactions are minimal. For example, children who are quieter or less confident, often play with little or no interaction from staff. Staff focus more on talking to children who are more articulate and confident. To this end, children's learning is incidental rather than purposefully planned to build on children's knowledge and skills over time. This does not help children make good progress. That said, children arrive happily at the setting and are eager to play with their friends. Children have developed relationships with staff and freely approach them for cuddles and to hold their hand.

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

- Staff do not complete thorough risk assessments of the environment to promote children's safety. For example, they do not ensure the outdoor area is free from hazards before children go outside to play. There are broken toys, deflated balloons and pieces of hose pipe lying around the play area that present a risk to children. In addition, some children are able to access areas in the nursery that they should not, such as the office.
- Managers do not do enough to promote children's good health and hygiene. For example, toilet and playroom floors are not cleaned properly. This means children access areas that put them at risk of cross-infection. In addition, some staff ignore managers' requests to only allow healthy drinks in the setting; staff are observed to refill toddler's bottles with chocolate milk. This does not support children's good oral health.
- Staff do not manage children's behaviour well. Pre-school children frequently ignore staff requests to help tidy up and play nicely with others. This behaviour

goes unchallenged and therefore children learn it is acceptable. Staff repeatedly tell children that outdoor play time has ended. Children refuse to come back inside and continue playing. This sees the manager having to intervene and eventually staff resort to fetching individual children and moving them back inside.

- Staff's ongoing assessment of children's development is not always accurate. For example, the manager is aware that many of the toddlers have a delay in their language and communication development. However, staff do not share these concerns. This risks delays in seeking the right support in a timely way. In addition, next steps for children are not always appropriate. This means staff are not able to plan purposeful and sequential learning opportunities for all children. For example, staff know toddlers do not focus well on group activities. Staff attempt to deliver story time where some children show interest. Rather than helping the remaining children engage, staff stop reading and leave the story midway.
- Staff attend regular supervisions and team meetings. In addition, the manager undertakes practice observations for all staff. Despite this, the manager does not identify and address weaknesses in staff practice. Staff do not receive tailored coaching and mentoring to help them improve their teaching skills. As a result, the quality of education provided for children is poor.
- Leaders and managers have not ensured there is a clear curriculum in the nursery. While staff do know the basic skills children could gain from an activity, they are unclear as to how to tailor the curriculum to what individual children need. This means that children do not routinely gain the skills they need and do not build on their existing knowledge.
- Children are supported to develop their physical skills. For example, all children enjoy outdoor play. They use their muscles as they jump in hoops, safely climb steps to the slide and push themselves along in ride-along cars. In addition, staff provide children with many creative activities. Toddlers use paint sticks to create pictures, and they roll and make shapes with dough. Pre-school children take care as they draw pictures of rainbows and houses. This helps children practise the skills they need for early writing.
- Parents are generally positive. They state their children enjoy attending the nursery and they feel they can raise any issues with staff. However, parents feel more communication would be useful to enable them to understand how their children are progressing.

Safeguarding

The arrangements for safeguarding are not effective.

There are risks to children's health and safety. Leaders and managers do not ensure staff follow and promote good hygiene practices to comply with health and safety legislation. In addition, potential risks to children are not minimised. Staff do not take swift action to remove all potential hazards to ensure children stay safe. Despite this, staff are aware of the signs and symptoms of abuse and how to report any concerns about a colleague. The manager ensures safer recruitment

checks are conducted to ensure the ongoing suitability of those working with children. The setting is secure, and children are supervised at all times.

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
ensure staff understand how to; identify and minimise any potential hazards for children; and consistently implement effective risk assessments	31/03/2023
implement good hygiene practices and ensure that staff promote children's good health and hygiene at all times, with particular regard to the cleanliness of the setting	31/03/2023
provide staff with training, support and coaching to; raise the quality of interactions; improve their understanding of child development; increase the effectiveness of assessment; provide children with high-quality educational experiences and effectively manage children's behaviour	31/03/2023
implement a curriculum that clearly identifies the intentions for children's learning, so all children are offered appropriately challenging and engaging activities and experiences	31/03/2023
improve arrangements so that parents have up-to-date information on their child's learning and development, including how parents can further support their children's learning at home.	31/03/2023

Setting details

Unique reference number	254653
Local authority	Nottingham
Inspection number	10278484
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	0 to 11
Total number of places	45
Number of children on roll	45
Name of registered person	WVDN Limited
Registered person unique reference number	RP556040
Telephone number	0115 9282239
Date of previous inspection	8 August 2019

Information about this early years setting

Wollaton Village Day Nursery is based in Wollaton, Nottingham. It registered in 1994. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualifications at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- This was the first routine inspection the provider received 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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