

# Inspection of Wellingtons Day Nursery (Pavilion)

Bilton Road, Rugby CV22 7DS

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Inspection date:

14 March 2023

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## **Overall effectiveness**

## **Requires improvement**

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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

Good

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

### The provision requires improvement

Children arrive at the nursery happily and are ready to start their day in the busy and vibrant environment. Most children settle very quickly and form secure relationships with staff and their peers. However, on occasions, new children struggle to settle. At times, they get upset and staff are not always available to give them the comfort and reassurance they need to help them feel secure.

Staff provide children with a choice of activities. Younger children practise their physical skills outdoors as they confidently climb steps and push themselves down a slide. They express their imagination as they pretend to make cakes and pizzas using mud in the kitchen area. Older children test their own ideas as they make their own play dough. They understand what ingredients they need and work together to pour and mix ingredients into bowls. However, while children enjoy the activities on offer, staff do not reflect on these frequently enough to keep children engaged. Once children have finished the activities they want to do, they lose focus. Staff do not respond promptly enough to change the activities and keep children motivated to learn.

Children are supported to develop their independence within the nursery. Younger children show determination in trying to take off their own coats and shoes. Older children confidently use knives to cut their own fruit at snack time and pour their own water.

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

- The manager has a highly ambitious vision for all children attending the setting. She has identified clear learning intentions to provide children with knowledge and skills to succeed in the next stage of their learning. However, these expectations are not yet fully monitored or embedded in staff's teaching and practice. As a result, teaching is not yet consistently at a good enough level to enable children to achieve these goals.
- Staff generally know children well. They understand each child's interests and stages of development. However, although staff record what children need to learn next, this is not used effectively enough to plan for activities and experiences they provide. Staff ask children what they would like to do next. Although they can explain what children might learn through these activities, teaching is not linked closely enough to support children's individual learning needs. This means that children are not consistently supported to make the progress they are capable of.
- Parents are extremely positive about their child's nursery experience. They commend the information they receive from staff and the individual support in place for their children. Parents particularly notice the nursery's ethos towards

equality and diversity, and praise how welcome they feel.

- Staff continuously talk to children. They model counting language, identify different-coloured objects and ask questions about what children are doing. That said, staff do not provide children with enough opportunities to interact with them. Questions used are frequently very closed and staff do not give children the opportunity to understand the concept of new words. At times, the environment becomes very loud, which hinders the opportunities for children to listen and interact, to extend their communication and language development.
- All children have an assigned key person. However, this system is not yet fully effective. This is partially due to recent changes in staffing. Some key persons do not know enough about children's next steps in their learning to properly plan for these. The organisation of the routine means that, at times, children's key persons are not available to provide them with the emotional support they need to help them feel settled.
- Children generally behave well in the nursery. They understand staff's expectations and behave kindly towards their friends. Children form friendships from an early age and seek each other out to play with. For example, they initiate playing 'superheroes' together as they happily chase each other around.
- Children learn about the world around them. They pick up natural objects and explore these in the forest area outdoors. Children join in with activities to celebrate different festivals, such as Chinese New Year and Diwali. They learn about caring for living things as they carefully handle the nursery guinea pigs and talk about their pets at home.
- The manager is passionate about supporting staff's well-being. They recognise staff's achievements and offer an open-door policy to enable staff to talk about any pressures or difficulties they face. Staff access frequent training and supervision opportunities to build on their professional development.

## Safeguarding

The arrangements for safeguarding are effective.

Staff and managers complete regular child protection training to keep their knowledge up to date. They are alert to different types of abuse that children could be subjected to, and recognise signs that may indicate a child is at risk of harm. Staff know the procedures to follow to report any concerns they have to the correct agencies in a timely way. They understand what to do if they have concerns about the conduct of another member of staff. Managers follow rigorous procedures when recruiting new staff, to check that they are suitable to work with children. Risk assessment is used effectively to provide children with a clean and safe environment.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure that the key-person system is effective in providing children with settled relationships and tailored care and learning that meet their individual needs	14/04/2023
improve the use of planning so that children consistently benefit from exciting and challenging learning opportunities that take account of their next steps.	14/04/2023

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

- strengthen the support in place for children's communication and language development
- look more closely at the systems in place for monitoring staff's teaching and practice, to raise this consistently to at least a good level.

## Setting details

<b>Unique reference number</b>	EY481470
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10282352
<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>	40
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Wellingtons Day Nurseries Group Limited
<b>Registered person unique reference number</b>	RP904905
<b>Telephone number</b>	01788 574253
<b>Date of previous inspection</b>	16 January 2020

## Information about this early years setting

Wellingtons Day Nursery (Pavilion) registered in 2014. It is located in Rugby, Warwickshire. The nursery opens Monday to Friday all year round. Sessions are from 8am until 5.30pm. There are 11 members of staff, 10 of whom hold qualifications between level 2 and level 4. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Bennett

## 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 the inspector completed a learning walk to understand how the provision and curriculum are organised.
- The manager and the inspector carried out a joint observation of an activity to evaluate the quality of teaching.
- Parents and children spoke to the inspector and gave their views of the setting.
- The inspector observed the quality of teaching indoors and outdoors, to assess the impact this has on children's learning.
- The inspector held a meeting with the manager and the provider, and looked at relevant documentation 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.

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