

Inspection of Wellingborough Day Nursery

63 Croyland Road, Wellingborough, Northamptonshire NN8 2AU

Inspection date: 22 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 good

Children are welcomed into this nurturing nursery by warm and welcoming staff. They enter with confidence and are eager to start their day. Staff build strong relationships with children in their care. Babies are given cuddles and reassurance, which helps them to feel safe and secure. Older children quickly find their named pegs and hang their belongings up. They happily greet staff and their friends and quickly settle in.

Children lead their own play in this well-resourced nursery. Outside, older children arrange planks of wood to build an assault course. Staff encourage them to hold their arms wide as they balance along the beams. Toddlers take part in a scooping and pouring activity to help them develop their small-muscle skills. Babies enjoy dancing along to action songs. They excitedly clap and wave their arms saying 'clap, clap'. This supports children's physical development and their emerging communication and language development.

Staff prioritise supporting children's personal, social and emotional development. Children's behaviour is well supported by calm and consistent staff. Staff successfully enhance children's social skills, which can be seen when children play together, share resources and take turns. Children learn about emotions and how their actions can affect others through activities such as matching emotions to colours. Staff offer children lots of praise and give them a 'high five' for their achievements. This builds children's self-esteem and well-being.

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

- The manager and her team have created a well-balanced curriculum that covers all seven areas of learning. They use a blend of adult-led activities and child-led play to ensure that children achieve their next steps in learning. This supports children to make good progress in all areas of development.
- Staff engage enthusiastically with children as they play and learn. However, on occasions, some staff do not fully consider how to support and extend children's learning through their interactions. For example, when children play with model insects in the soil, staff do not extend their learning about minibeasts.
- The special educational needs coordinator is new to the role. She is extremely proactive and has quickly made links with other professionals and accessed additional funding. She works closely with children's key persons to provide tailored plans that meet their individual needs. As a result, children with special educational needs and/or disabilities are well supported.
- Children are encouraged to be independent in their self-care skills. For instance, younger children and babies are supported to feed themselves. Older children know to tidy away and wash their hands before eating. Staff support their

understanding of hygiene by talking about washing the germs away.

- Staff support children to understand and explore the effect that physical exercise has on their bodies. Children take part in high-energy group sessions and calming activities, such as yoga. Staff encourage them to feel their heartbeat after each activity and compare the differences. The nursery cook provides children with well-balanced, nutritious meals and snacks to support them to continue to follow a healthy lifestyle.
- Information is gathered from parents when children first start. Staff collect information through settling-in visits and an 'All About Me' form. They talk to parents daily about their children's care needs and ensure that these are met. Overall, children settle into the nursery well. However, staff do not seek further information about children's interests to support those children who do struggle to settle.
- Staff support children to learn about other cultures through planned activities and books. However, staff do not use children's own cultural backgrounds effectively to support children to learn about each other. This does not support children's understanding and appreciation of different people.
- Children who speak English as an additional language are well supported. Staff ask parents for keywords and use visual prompts. They speak clearly and use simple signing to support all children's communication and language. Books and songs are well used and enjoyed by children every day.
- Partnerships with parents are good. Parents know their children's key person and talk to them daily. They feel supported and able to ask for advice and guidance should they need it. Parents say that their children are happy and excited to attend the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and welfare are given a high priority at this nursery. All staff attend training which includes aspects of safeguarding, such as radicalisation. Staff have a secure understanding of the possible signs and behaviours that may indicate a child is at risk of harm. They are clear about the steps to take if they have a concern about a child. Staff are very clear on the procedure to follow should they have a concern about the conduct of another member of staff. Staff carry out daily risk assessments to ensure the safety of children at all times.

What does the setting need to do to improve?

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

- strengthen the system of ongoing support for staff, to help them to improve their interactions with children and raise the quality of education further
- use information from parents more effectively to support children who struggle

to settle

- support staff to use children's own backgrounds to develop children's understanding and appreciation of diversity.

Setting details

Unique reference number	EY450525
Local authority	North Northamptonshire
Inspection number	10120145
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 4
Total number of places	63
Number of children on roll	102
Name of registered person	Bambino Limited
Registered person unique reference number	RP525662
Telephone number	01933 276 795
Date of previous inspection	4 July 2017

Information about this early years setting

Wellingborough Day Nursery registered in 2012. The nursery employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. The nursery is open from Monday to Friday all year round. Sessions are from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charmaine Cayton

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 the manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the nursery.
- 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 on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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