

Inspection of Wellingtons Day Nursery (Bilton)

Caretakers Bugalow, Bilton High School, Lawford Lane, Rugby CV22 7JT

Inspection date: 13 June 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 Good

What is it like to attend this early years setting?

The provision is good

Children receive a warm and sensitive welcome to this nurturing provision. They are happy to leave their parents and are eager to see what activities and experiences are on offer. Children develop strong friendships, and they demonstrate excitement at seeing their peers. Children are confident communicators, and they are keen to show visitors their nursery.

Babies thrive as they develop close relationships with staff members. Staff pay respectful attention to their individual care routines. They make highly effective use of photographs of children's families to support them to settle and feel safe. Babies delight in choosing their photograph books to share with staff members. They move confidently around their learning environment as they play, explore and make new discoveries.

Children enjoy sharing stories in small groups. They sit closely to staff members to look at the pictures, and they skilfully fill in the missing words of familiar stories. Children particularly delight in using the character finger puppets from their favourite stories and independently choose books from a high-quality selection of texts.

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

- Leaders have responded to an incident where children were able to open a safety gate and leave the room on their own to enter the secure garden area. Senior leaders have carried out a robust investigation and made full use of the CCTV, which indicates that children were unsupervised outdoors for approximately one minute. There was no impact on children's safety. Leaders have taken prompt and appropriate action. The security of children has been reviewed, and leaders have put effective arrangements in place to ensure that this will not happen again. The incident has been reported to Ofsted.
- Leaders develop an ambitious and interesting curriculum. Staff have high expectations of all children. The special educational needs coordinator (SENCo) skilfully supports staff to provide targeted teaching for individual children to ensure they make the best possible progress.
- Staff skilfully teach children to manage their personal care. Very young children use the nose wiping station independently. Children across the provision competently access the drinks station to pour themselves a drink.
- Staff provide strong support for the development of children's communication and language skills. Leaders and staff use highly effective monitoring of children's achievements to inform their teaching. This impacts positively on the progress that all children make. Staff value children's verbal and non-verbal contributions and respond sensitively to their interactions. Children are exposed

to an extensive vocabulary, and staff support them effectively to use new words in the context of their play.

- Staff provide children with good interactions that enhance their learning. Babies delight in using cornflour gloop to scoop, fill and empty containers. They focus intently and are fascinated by dribbling the mixture into cups. Children engage in a wide range of sensory and mark-making experiences. However, on occasion, staff do not make the most effective use of resources to offer older children the freedom to actively lead their play and extend their learning even further. This slightly limits the opportunities for children to practise and use their new skills and knowledge.
- Children's behaviour is good. They are consistently supported by staff to follow the simple nursery rules. Older children show empathy and kindness and include others in their play. Staff use gentle encouragement and effective learning experiences to support younger children to develop their understanding of turn taking.
- Parents are extremely positive about the provision. They comment on the wonderful learning experiences that children get involved in and the nurturing relationships they develop with the friendly staff team. Parents feel well informed and involved in their children's learning. They have the opportunity to attend many fun events at nursery throughout the year.
- Leadership is strong. Leaders provide highly effective support to enable staff to be successful in their role. Staff have access to opportunities for continued professional development, which impacts positively on the service on offer to children.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a clear understanding of the signs and symptoms of child abuse. They talk confidently about their role and responsibility to protect children from harm. Leaders ensure that staff have access to training about all aspects of safeguarding practice. Leaders and staff are knowledgeable about the local arrangements for safeguarding and the whistle-blowing procedure. Staff involve older children in assessing risks in their outdoor play space and support them to learn about how to keep themselves safe. All staff are trained in paediatric first aid, ensuring there is always someone to deal promptly with accidents.

What does the setting need to do to improve?

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

- extend the planning for how staff present resources for children to further extend opportunities for them to lead in their own play and learning.

Setting details

Unique reference number	EY493569
Local authority	Warwickshire
Inspection number	10289599
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	34
Number of children on roll	58
Name of registered person	Wellingtons (Bilton) Day Nursery Limited
Registered person unique reference number	RP903430
Telephone number	01788 817504
Date of previous inspection	29 November 2017

Information about this early years setting

Wellingtons Day Nursery (Bilton) registered in 2015. The provider employs 10 members of childcare staff, of whom five hold appropriate early years qualifications at level 3 and level 5. The nursery opens from Monday to Friday, during term time. Sessions are from 8am until 5.30pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Gadsby

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 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 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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