

# Inspection of Little Wellies Day Nursery

Newton House, Newton Way, Shipley, West Yorkshire BD17 5NH

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Inspection date: 16 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children enjoy their time in this bright, welcoming nursery. They thrive and are prepared well for the eventual move to school. Children benefit from a carefully planned curriculum that takes into account their current interests, what they already know and the skills they need for the next stage in their learning. Children have time outdoors everyday in a well-equipped outdoor area. They learn to assess risk as they climb, balance on tyres and pedal ride-on toys.

Pre-school children enjoy time off the premises, finding out about their natural environment as they explore the local moors and woods. They discuss a large moth that is hidden in the dark willow den. This links into their activities about animal habitats, and the butterflies the children monitored as they grew from caterpillars. Staff have clear expectations for children's behaviour. They provide high levels of support to children who struggle to manage their feelings and emotions. Children are engaged and motivated to learn, and as a result, they behave well.

Babies and toddlers enjoy a cosy, home-from-home environment. They are nurtured by caring staff who are attentive to their individual care needs. They settle quickly into the nursery and form strong, secure bonds with their key person. Children sleep when they need to in comfortable low-level cots.

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

- Staff plan exciting activities that capture children's interests and stimulate them to learn. For instance, babies enjoy play that focuses on touch and feel. Staff model language to them through rhymes, such as 'Pitter patter raindrops', as they sprinkle flour onto babies' hands. Babies are fascinated and laugh with delight when staff show them how to clap their hands, and the flour becomes a cloud. Staff share their delight by imitating their facial expressions and saying 'wow'. Staff encourage older children to make patterns in flour on dark surfaces using their fingers. This helps them develop early writing skills.
- Staff introduce early mathematics to children. They count 'One, two, three' and 'Ready, steady, go'. During outdoor activities provided by a physical education coach, toddlers and pre-school children use positional language, as they move at different speeds and in different directions. Children learn new skills, such as jumping with both feet together. The activity promotes self-esteem and confidence. It challenges children and supports them to build on their skills and knowledge. However, not all children are included in this activity.
- Children learn about growth and change as they monitor potatoes, sunflowers and courgettes they have planted. They think about what animals and plants need to grow, such as food, sun and water. They also learn that their food does not only come from shops. Children enjoy freshly cooked food that is balanced

and nutritious. Their understanding of good health and hygiene is promoted through embedded routines.

- Staff work highly successfully as a team. They communicate well to make sure children's needs are always met, such as ensuring that children coming out to play have sun cream and hats on. Staff ensure children drink and remain hydrated in the hot weather. They respond to any accidents quickly, making sure children are comforted and checked for any injuries. Overall, the learning environment is managed very well to ensure children can learn without interruption. However, at times, the noise levels in the toddler room make it difficult for children to listen and concentrate.
- Staff have access to a wide range of training. They have regular coaching and support from the leadership team to improve their knowledge and skills. For instance, leaders have helped staff to understand how 'cultural capital' is promoted through activities. Children are listened to, and their opinions welcomed. Staff involve children in discussions throughout activities, drawing on their home lives and experiences.
- Children with special education needs and/or disabilities have high levels of support to help them make the best possible progress. Staff work closely with parents and other professionals. Transition into the setting and new rooms is planned carefully to cause minimal distress. Children benefit greatly from one-to-one focused learning with key staff, or quiet activities in the calming sensory room.
- Parent partnerships are strong. Parents say the nursery is small and personal, very friendly and welcoming. Parents know what their child is learning in the nursery. Children regularly bring their 'learning journey' book home and at weekends, parents can come into the nursery and discuss their child's progress with their key worker. Parents say children develop their social skills and have a good group of friends.

## **Safeguarding**

The arrangements for safeguarding are effective.

The premises are secure and staff are vigilant about who is entering the premises. They have a thorough understanding of child protection, and the procedures to follow if they have a concern about a child or an adult. Staff teach children to assess risks as they play and to keep themselves safe. For instance, they make sure children drink plenty of water during hot weather and play inside during the hottest part of the day. Recruitment and induction are robust, to check that staff working with children are suitable. Staff supervise children well to keep them safe.

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

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

- consider how activities in the toddler room can be organised more effectively to help reduce the elevated level of noise, so that children can listen and concentrate more easily
- consider how outside agencies who deliver learning opportunities that extend and enhance children's learning, are used to make sure they are inclusive for all children.

## Setting details

<b>Unique reference number</b>	2694193
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10292025
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	60
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Little Wellies Limited
<b>Registered person unique reference number</b>	RP535497
<b>Telephone number</b>	01274 532811
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Wellies Day Nursery registered in 2022, It is situated in Baildon, Shipley. The nursery employees 18 childcare staff, 11 of whom have early years qualifications at level 2 and above. The nursery provides funded education for two- three-, and four-year-old children.

## Information about this inspection

### Inspector

Nicola Dickinson

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together. They discussed how staff organise various aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the manager.
- The inspector carried out joint observations of activities with the manager.
- The inspector observed staff practice and held discussions with staff members about the work that they do.

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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