

Inspection of Wollaton House Nursery Ltd

5 Bridge Road, NOTTINGHAM NG8 2DG

Inspection date: 4 September 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

Staff have built positive relationships with children and their families. These relationships form firm foundations for children's successful learning and development. Children's emotional development is promoted well. Children arrive happy to nursery as they are greeted by the friendly management team. Younger children are supported by staff to independently manage the stairs up to their room. They are strengthening their muscles and learning how to coordinate their body movements. Children settle well into their learning with the support of their key person.

Managers and staff have worked together to design a curriculum which is ambitious for all children. Children happily work together to build a house from bricks. Staff model how to build the structure, starting with the sides. They challenge children to think how they can build up the sides and make a roof. This is developing the children's problem-solving skills. Staff are skilful at developing their teaching to meet the children's individual needs. They have created an environment where children's imaginations flourish.

Staff read stories with enthusiasm. Children quickly become deeply engaged in the story. They show good listening and attention skills. Staff challenge children's thinking and promote their use of language by them asking questions about the story. Staff extend children's learning further and support their counting skills. Once the story has finished, staff hide number cards around the garden. Children are excited to search the garden. When they find the number cards, they can tell the adults what number they have found. Staff then model placing the number cards in order.

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

- Staff have high expectations for children's behaviour. They show commitment and consider more effective ways to support and shape children's behaviour. Children respond well to the positive behaviour management strategies that staff use. Children are calmed when relaxing classical music is played. Staff recognise when children behave well and offer meaningful individual praise.
- The special educational needs coordinator (SENCo) works closely with parents and other professionals to enable children with special educational needs and/or disabilities (SEND) to make good progress in their learning. The manager supports the SENCo to target her work with the children who would benefit most. The SENCo uses her experience and knowledge to act quickly and puts appropriate support in place.
- Staff understand the setting's literacy curriculum and successfully deliver this throughout the setting. Children are introduced to a book of the month. Staff

repeat the story to ensure the learning is embedded and plan exciting activities for the children to continue their learning. Through this, children develop a fondness of special and meaningful stories. Toddlers enjoy making marks with wax crayons, using single words to explain their marks. Staff speak clearly in sentences to enhance their vocabulary.

- Staff are attentive to children's care needs. They promote children's health care through teaching handwashing and offering healthy meal options. Overall, children are developing their self-care skills. However, during some mealtimes, staff do not offer the children a choice of cutlery. This limits children's opportunity to fully develop their coordination skills when feeding themselves.
- Parents are extremely happy with the service provided. They say they particularly like the use of daily information, termly assessments and parents' evenings. Parents receive a wide range of support and guidance from the management team, which helps them to support their child with, for example, oral health, early reading and minor behavioural issues.
- In the most part, children are securing the skills and knowledge they need to confidently progress in their education and beyond. That said, there are gaps where younger children have less opportunity to develop their early communication and back-and-forth interaction skills, specifically at mealtimes. For example, on occasions, some staff stand above babies in their highchairs while feeding them. This means the babies cannot clearly see the mouth movements and facial expressions of the staff to enhance the development of their communication skills.
- The passionate management team recognises the importance of staff well-being and their continuous professional development. They provide opportunities for staff to develop their knowledge and skills continuously. They provide regular staff meetings in a relaxed social environment.

Safeguarding

The arrangements for safeguarding are effective.

The manager supports staff with training and keeps their knowledge of safeguarding up to date with monthly quiz nights. Staff have a secure knowledge of the potential signs and symptoms of abuse. They know when and where to refer any concerns they may have about a child's welfare. The building and garden area is secure and well maintained. Children are carefully supervised by all staff. They have a robust entry/exit procedure, ensuring that children are kept safe. Recruitment procedures are in place to help to ensure that all adults working with children are suitable and this is regularly checked. Daily risk assessments are carried out by the manager to help minimise hazards at the setting.

What does the setting need to do to improve?

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

- organise the arrangements at mealtimes for babies to see the facial expression of staff, so that teaching interactions are maximised
- extend opportunities for children to use tools to develop their coordination skills, particularly at mealtimes.

Setting details

Unique reference number	EY492304
Local authority	Nottingham
Inspection number	10285958
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	1 to 4
Total number of places	
Number of children on roll	69
Name of registered person	Wollaton House Nursery Ltd
Registered person unique reference number	RP907877
Telephone number	0115 928 1181
Date of previous inspection	25 October 2017

Information about this early years setting

Wollaton House Nursery Ltd re-registered in 2015. The nursery employs 17 members of childcare staff. Of these, 15 hold an appropriate early years qualification at level 2 or 3, including one at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery is in receipt of funding for the early education of two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Francis

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The management team and staff spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during story time.
- 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 setting.

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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