

# Inspection of Willowdene Day Nursery

116 Fairfield Road, Widnes, Cheshire WA8 6SJ

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Inspection date: 25 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive eagerly to this nursery. Leaders and staff plan an exciting curriculum that considers children's interests and next steps. Overall, the curriculum is implemented well. Staff have created interesting learning environments that excite children. Babies explore flour with their hands and feet and giggle as staff sprinkle it over their toes. Older children paint their hands and arms. They shout, 'My hand', as they print it on paper. Staff support children to be independent. Children fill up their own cups with water and serve their own meals. Children are confident in their own abilities. Staff make good use of assessments to identify when children may benefit from extra help in their learning. The special educational needs coordinator (SENCo) works closely with external partners to create tailored plans for children with special educational needs and/or disabilities (SEND). All children make good progress from their starting points.

Staff model respectful relationships as they ask permission from children before they change their nappies. As children wake up, staff offer them lots of cuddles and reassurance. Children respond positively to the expectations from staff. For example, they eagerly help to tidy away the toys before lunchtime. Children have formed loving bonds with the staff and each other. They demonstrate caring behaviours as young children gently rock baby dolls and take them to enjoy a story with staff. Older children play cooperatively and work together to extend play ideas. Children respond well to the staff's high expectations for their behaviour.

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

- Staff carefully consider how they can support children's large-muscle skills. Babies are encouraged to crawl and take their first steps. As they pull themselves up to the standing position, they beam with pride. Older children confidently use their physical skills and strength to carry planks to create balancing challenges. Children take part in planned physical sessions, where they learn the skills needed to play sports, such as football. Children are confident in their physical abilities.
- Staff provide children with a range of interesting books to enjoy at the setting and at home. Young children snuggle up with staff and turn the pages of their favourite story. As children point to the pictures, staff encourage them to name what they can see. Babies peep under the flaps and excitedly shout 'roar' as they see a picture of a lion. Older children retell stories they have learned with staff. For example, when outside, they act out the story of 'We're Going on a Bear Hunt' as they travel over small ramps. Children's early literacy skills are supported well by staff.
- Staff support children to develop their mathematical knowledge. Children of all ages enjoy singing number songs, from which they learn early counting skills

while having fun. Older children practise and test out their mathematical knowledge through play. They use words such as 'giant' and 'big' to describe large animals. Children develop positive attitudes to mathematics and make good progress in their mathematical development.

- Overall, staff support children's communication and language skills well. They teach children lots of songs, and children spontaneously sing these throughout the day. Staff engage children in back-and-forth conversations about things that interest them, such as their family. However, at times, the lunchtime routines are not organised effectively to promote children's communication and social skills. For example, staff do not always consider the seating arrangements during mealtimes, and this limits the opportunities for social interaction.
- Parents are complimentary about the nursery and the frequent updates they receive from staff regarding their child's care needs and development. They value the stay-and-play sessions that staff deliver. Parents receive ideas about how to support learning at home. They say that their children 'love it here' and have made progress in their development since starting.
- The manager is aware of the strengths of the setting and the areas for development. Staff report that they feel supported by the manager through the frequent training, observations and supervisions that she provides. The manager has created focused action plans to help staff make continual improvements, many of which have been implemented quickly. However, some staff require further support in developing their practice to help address minor inconsistencies in the quality of care and education.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have a good understanding of the procedures to follow should they have concerns about a child's welfare or the conduct of a colleague. They access regular training to keep their safeguarding knowledge up to date. Staff carry out risk assessments effectively to ensure that the premises are kept clean, safe and secure. Leaders follow robust procedures for assessing the suitability of staff to work with children, and they have implemented an effective recruitment and induction procedure. Leaders work in partnership with a variety of multi-agency professionals to ensure that children receive appropriate help and protection.

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

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

- review the organisation of mealtimes to better support children's communication and social skills
- embed professional development opportunities for staff to address minor inconsistencies in the quality of care and education.

## Setting details

<b>Unique reference number</b>	EY493487
<b>Local authority</b>	Halton
<b>Inspection number</b>	10310041
<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>	76
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Just Childcare Limited
<b>Registered person unique reference number</b>	RP900954
<b>Telephone number</b>	0151 424 0282
<b>Date of previous inspection</b>	20 April 2022

## Information about this early years setting

Willowdene Day Nursery registered in 2015 and is situated in Widnes, Cheshire. The nursery employs 23 members of childcare staff. Of these, 17 hold qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round, except for a week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Weston

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with leaders and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children communicated with the inspector during the inspection.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector carried out a joint observation.
- Parents shared their views with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The SENCo spoke to the inspector about how they support children with SEND.

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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