

Inspection of Wally's Day Nursery

60 Shails Lane, TROWBRIDGE, Wiltshire BA14 8LN

Inspection date:

5 February 2024

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The well-being of children is compromised because leaders and staff do not ensure that children are safe. Leaders also do not ensure that staff have the skills they need to be able to feed babies safely. In addition to this, leaders do not ensure that staff are deployed well to keep children in their sight when the children are eating. This means that staff may not notice if a child chokes on their food. The key-person system is not effective. Staff do not ensure that they work with parents to manage children's needs effectively so that children feel safe, secure and settled in their care. As a result, some children do not build secure, trusting relationships with the staff.

Leaders do not ensure that staff have the skills and knowledge needed to help children with special educational needs and/or disabilities (SEND) be involved in their learning, and to make the progress of which they are capable. Children with SEND do not have the same opportunities to play and to develop their social skills as their peers do.

The quality of interactions with children is not consistent throughout the nursery. Overall staff know what they want children to learn next. Staff working with older children provide activities that engage children and encourage them to be involved. However, at times, staff working with the younger children do not recognise how to engage these children in learning and their interactions are weak.

Children behave well. They understand the rules and the behavioural expectations that are in place.

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

- Risk assessments are ineffective. Leaders do not ensure that staff are aware of the risks when feeding babies when they are upset. When babies are crying staff continue to try to make them eat and drink their milk even when they move their heads away. Staff do not see that this could pose a risk of choking.
- Leaders do not ensure that staff understand their responsibility to always supervise children when they are eating. For example, staff leave the room to put other children to bed or to fetch more food from another room, while children are left eating unattended. This means that staff would not be able to intervene if a child was to choke.
- The key-person system is ineffective. Staff do not work with parents to ensure they follow familiar routines used at home. At the nursery, all children have a rest or sleep after lunch, even when they do not need it. Some children clearly do not want to lay down and they sit up, talk and want to play.
- The quality of staff interactions with children is variable throughout the nursery.

Some staff working with the older children support their learning and encourage them to be independent in their play. For example, staff use language to encourage children to confidently access resources to mix paints and create their own rainbow pictures. However, some staff working with the younger children tend to simply watch the children play and do not engage with them to support their learning.

- Leaders and staff identify children who have delays in their progress. They make referrals to the relevant professionals. However, they do not ensure that children with SEND receive appropriate support during their time at nursery. In addition, staff do not have a clear understanding of what children need to learn next and, therefore, are not providing the opportunities they need to ensure they make good progress.
- Leaders provide parents with information and guidance on relevant subjects, such as managing children's behaviour. Parents are invited to attend workshops and stay and play sessions to help them to learn how to be consistent in managing behaviour.
- Leaders recognise the impact that COVID-19 has had on children's physical abilities and have adapted their curriculum to support this. They have introduced relevant resources in each of the rooms and staff support children to climb and to develop their physical skills. Even the youngest children show confidence in climbing and taking safe risks in their play.
- Staff working with the older children use stories and songs to support children's developing language skills. Children vote to choose their favourite stories, and they enjoy joining in with familiar songs.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|---|------------|
| ensure staff understand how to keep children safe, particularly during meal times | 06/02/2024 |
| ensure children are supervised at all times when they are eating | 06/02/2024 |

| | |
|---|------------|
| ensure the key-person system is tailored meet the children's individual needs | 29/02/2024 |
| ensure that staff know and can meet the learning needs of children with SEND | 29/02/2024 |
| provide staff with the support, training and coaching that they need to improve the quality of their interactions with children, to better support children engage in learning. | 07/03/2024 |

Setting details

| | |
|--|---|
| Unique reference number | EY297019 |
| Local authority | Wiltshire |
| Inspection number | 10331903 |
| 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 | 92 |
| Number of children on roll | 85 |
| Name of registered person | Arrundale, Elaine |
| Registered person unique reference number | RP905606 |
| Telephone number | 01225 776799 |
| Date of previous inspection | 11 May 2022 |

Information about this early years setting

Wally's Day Nursery registered in 2004. The nursery employs 11 members of childcare staff. Of those, one of the managers holds a level 7 qualification, a member of staff has a level 6 qualification, two staff hold level five qualifications and three have qualifications at level 3. The nursery opens from Monday to Friday for 51 weeks of the year. 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

Inspectors

Victoria Nicolson
Bridget Copson

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined one of the inspectors on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspectors talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors 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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