

# Inspection of Wellies Day Nursery Ltd

1 Brook End, North Crawley, Newport Pagnell, Bucks MK16 9HH

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Inspection date: 6 August 2024

**Overall effectiveness** **Good**

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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 separate confidently from their parents as they arrive at this calm and welcoming setting. Staff talk to parents about their child's morning and their weekends. They gather information about the children when they first start to help them understand the children's needs and how best they can support them. This includes children with English as an additional language. Staff recognise different ways to communicate with children, such as using words from their home language, picture cards and simple signing. This helps all children to settle and form bonds with staff.

Staff have high expectations for children's behaviour and development. They are good role models and children behave well. Staff clearly explain to children the expectations of the setting. Children play nicely alongside and with their friends. They show a positive attitude to their learning. Staff plan activities that capture children's interest. They encourage children to stay at activities for extended periods of time. For example, children excitedly explore sensory activities and younger children show delight as they splash in a water tray with their friends.

Children have ample opportunities to explore the large outdoor area and develop physical skills. Older children excitedly run, climb and jump with their friends. Staff show younger children how to spin hoops on their arms and children persevere. Climbing equipment indoors is used to support younger children to navigate steps and practice skills such as balancing.

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

- The management team plan an exciting curriculum that meets the needs of the children. The rooms that children use are well thought out and staff have created exciting areas for children that they explore with enthusiasm. Managers have a particular focus on supporting staff's professional development and well-being. Staff report that they are happy in their job roles and there is a strong team dynamic.
- Children's personal, social and emotional development is supported well. Children are supported to understand and regulate their emotions. Staff plan activities that help children to think about and consider their friend's feelings. For example, older children make 'ice cream' in the home corner. Staff suggest that they ask their friends what they would like. A group of children then continue the game, politely asking each other what they would like and making this for them. Younger children play small group games that encourage them to take turns and share.
- Overall, children's communication and language is supported well. Staff sing and recite rhymes with children. They ask questions to encourage children to think.

Younger children are introduced to sounds and new words. However, younger children are not always given the time to listen and respond in conversations. This means that during these times children are not benefitting from consistently good support for their listening and language skills.

- Children show a love of books and reading. They choose stories to look at independently or with friends, or for an adult to read to them. Children listen to well loved stories. For example, staff encourage older children to join in while they are read a story and children enthusiastically act out different parts of the book and join in with the story telling.
- Children with special educational needs and/or disabilities are supported well. Staff know the children well and successfully plan to meet their needs. They work with other agencies and parents to ensure consistency and sharing of information so that all children make good progress.
- Mathematics is successfully embedded and woven into children's activities. Staff count with younger children as they play and sing counting songs during activities. Older children learn about mathematical concepts such as patterns. With support from staff, they create patterns their own. Staff talk to children about size and use props to help them understand which objects are bigger or smaller.
- Parents are updated daily about what their children have been doing and information about their daily routines. Parents comment that the setting is a home from home and their children are excited to attend. Parents appreciate the support they receive along with the children. Through the website, parents can view information about how to support their children in different areas, such as supporting a love of reading and keeping themselves safe.
- Children learn about leading a healthy lifestyle. Older children plant seeds to grow their own fruit and vegetables. Staff explain to children that when the tomatoes are green, they are not ready and children understand they need to wait for them to turn red. Children learn about the on-site farm and talk about what the cows like to eat. The chef prepares nutritious meals and staff talk to the children about healthy eating.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- support staff to give younger children time to listen and respond during interactions.

## Setting details

<b>Unique reference number</b>	EY437357
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10350985
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	125
<b>Number of children on roll</b>	143
<b>Name of registered person</b>	Wellies Day Nursery Ltd
<b>Registered person unique reference number</b>	RP531128
<b>Telephone number</b>	01234 391600
<b>Date of previous inspection</b>	24 September 2018

## Information about this early years setting

Wellies Day Nursery Ltd registered in 2011. It is open from 7.30am until 6.15pm, for 50 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs 39 members of staff, of whom 36 work directly with the children. Of these, two hold relevant qualifications at level 5, two at level 4, 18 members of staff hold a relevant qualification at level 3 and three hold a relevant qualification at level 2.

## Information about this inspection

**Inspector**  
Nicky Butler

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- 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 observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- 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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