

Inspection of Wentwood House Day Nursery

Wentwood House, Stockton Avenue, Fleet, Hampshire GU51 4NP

Inspection date: 3 September 2024

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

Management and staff provide an engaging environment for children to play and learn in. Children confidently leave their parents at the door and go with staff. They quickly settle in their age-group room and engage in play. Staff know the children well and have built strong bonds with them. This enables children to be confident and develop positive self-esteem. It also assists staff in providing appropriate activities and resources to match children's interests and needs.

Babies' sleep and rest routines follow those agreed with parents. Staff talk to babies to develop their communication skills. They play with children, encouraging their social skills. Staff place resources where children can see them and try to reach them, encouraging their physical development. As children move up through the nursery, staff continue to build on these skills. Toddlers enjoy exploring their creativity, making pictures with crayons and experimenting with paint. Older children demonstrate good imaginations and express them as they create and play with each other.

Children learn through staff's effective teaching to become independent. They become aware of what is expected of them and usually behave well, take turns and share with minimal prompts. Management and staff have a secure understanding of the curriculum and plan learning for all children, including those with special educational needs and/or disabilities (SEND). They enable children to develop at their own pace and ensure that they are all making good progress.

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

- Leaders, management and staff demonstrate a strong commitment to providing the best quality care and education for all children. Management oversee the delivery of the curriculum, support staff practice and provide training to ensure that children develop secure foundations for their next stage in learning.
- Management ensure that staff receive training to support children's individual needs. Staff report that training has helped them to manage children's challenging behaviour, promote children's speech and language, and encourage children to express their emotions. Children who require additional help or children with SEND receive good support. The special educational needs coordinator helps staff to implement individualised plans to ensure that these children's needs are met.
- Children enjoy playing and exploring with each other outside, finding soil, twigs and bark to put in their bowls. Staff encourage children to explore and experiment. They hold discussions with children and ask them to talk about what they have found. Staff extend this by asking children to describe colours, numbers and sizes, and seek their understanding of what else they can see in

the environment. Staff are consistent in their reminders to children around safety. This helps children to understand about their own safety and that of others.

- Staff regularly provide opportunities for children to gain an awareness of the wider world. Activities, such as participating in special celebrations, international days and charity events, help children to learn about their similarities and differences. Where possible, staff and parents incorporate their own cultural knowledge within these events to make the experiences even more authentic for children.
- Staff ensure that the activities and experiences they provide interest children and build on their existing skills, independence and awareness of healthy lifestyles. For example, children learn how to take care of African snails. Older children confidently explain why they must wash their hands before and after holding them. They explain why it is important to handle them by their shells.
- Parents are positive about the progress that children make and the regular information they receive about their child's development.
- Staff provide a routine for children during the day. Children know what happens before and after meals and where they have their snacks and sleep. Children know why they must put their shoes and high-visibility vests on before going outside, and why they must walk with staff when crossing the carpark. However, staff do not always plan how to effectively deploy themselves during some of these daily transitions. For example, occasionally, they are preoccupied with other tasks, such as getting ready for the next activity or tidying up resources. As a result, some children are left unsure of what to do and in need of reassurance, or get over excited.
- Staff enjoy talking to the children and use some well-considered questions to encourage them to respond and explain what they know. However, at times, staff are too quick to give an answer before the children can, and do not always notice when the children are disengaging with sessions, such as at group times inside or at the end of sessions in the forest area.

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:

- review the organisation of transitions throughout the day to ensure that children receive consistent support, guidance and engagement at these times
- further develop how staff use their questions and evaluate children's

engagement, such as during group sessions, to allow children time to share their answers and remain engaged in their learning.

Setting details

Unique reference number	EY480774
Local authority	Hampshire
Inspection number	10358119
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	46
Number of children on roll	55
Name of registered person	KZAR Childcare Limited
Registered person unique reference number	RP528488
Telephone number	01252 622188
Date of previous inspection	4 November 2019

Information about this early years setting

Wentwood House Day Nursery registered in 2014. It is located in Fleet, Hampshire, and is one of four privately owned provisions. It is open each weekday from 8am until 6pm for 51 weeks of the year. The nursery also offers parents an early and late option of leaving their children from 7.30am and collecting them at 6.30pm. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery employs 11 members of staff. Of these, one holds qualified teacher status, three hold qualifications at level 3, one at level 6 and seven at level 3.

Information about this inspection

Inspector
Anne Nicholson

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection and told her about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual, senior management and the manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents' views of the setting were taken into account.

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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