

# Inspection of Wellingtons Day Nursery

Wellingtons Nursery, 2 - 4 Regent Place, RUGBY, Warwickshire CV21 2PN

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Inspection date: 21 March 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	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Significant improvements have been made in the nursery since the last inspection. The manager has ensured that staff have received the necessary training and support to raise the quality of the provision for children and to ensure that children are kept safe and protected from harm.

Children receive a warm welcome from staff on arrival. They settle quickly to play with their friends in the inviting and stimulating learning environments. Children build close relationships with their key persons and other staff who know them well. This helps children to feel safe and secure in their care.

All children develop increasing skills and independence. They manage a range of tasks for themselves. For example, babies and very young children make decisions about how they play while they explore mixing play foam with different-coloured paints. They show increasing skills in feeding themselves at lunchtime. Older children have fun while dressing up in a range of outfits. They are proud to show visitors how they do this for themselves. Older children manage their own personal care needs in the bathroom well. They wash their hands and competently chop their own fruit for snack. They show increasing skills with the use of cutlery at lunchtime. All children behave well. They show positive attitudes to learning. Children develop the skills and understanding they need to prepare them for their future learning.

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

- The manager has developed and embedded a comprehensive curriculum that is well sequenced to provide children with the learning they need through a range of experiences and activities that interest them. All staff have contributed to the development of this curriculum, which has helped to further increase their understanding.
- Staff obtain information from parents when children first start, to help them to find out what children already know and can do. They use this information to decide what children are ready to learn next. Staff make plans for activities and experiences that will interest and engage children in play.
- Babies have lots of fun while they explore a farm scene made up of coloured rice, cereals, wooden discs and toy carrots. They add and begin to name the farm animals they know from a familiar song. They roll a toy tractor cross the cereals. Staff include new words for babies to hear. Some babies copy and say 'crunch, crunch'. This helps to increase their vocabulary and understanding.
- Staff promote communication and language through lots of regular singing and reading stories. Children who speak English as an additional language receive the support they need to acquire the English language quickly as well as to

continue to use their home language. The manager intends to include the use of additional speech and language support programmes. However, this work has not yet begun, to enable children to benefit from this focus.

- All children develop good physical skills. They use a range of wheeled toys and balancing equipment outdoors. Older children develop their small-muscle skills while they manipulate dough to make faces and intended shapes while taking part in interesting conversations about feelings and expressions. Other children enjoy chopping vegetables with safety knives. They use sticks to fit pieces together and say that they have made animals, people and other objects.
- The nursery play environments are arranged to meet the current needs of the children. Children with special educational needs and/or disabilities (SEND) know where to access the well-placed toys that interest them most and happily move about the rooms to collect these. Children with SEND receive the support and interactions from staff that they need to make continued progress.
- Managers have put extensive support in place to help to increase staff's skills and understanding and to develop the effectiveness of their teaching practice. There is scope to continue to embed this learning and strengthen the individual support needed to raise the quality of teaching to the highest possible level.
- Parents say that their children are happy to attend the nursery. They comment on how friendly and supportive the staff and manager are. Parents say that they are happy with the information they receive about their child's care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

There have been significant improvements made in the nursery since the last inspection. Staff and those designated to take the lead in safeguarding now have a secure knowledge of the signs and symptoms of a range of child protection matters. They know the local child protection procedures for reporting concerns about the welfare of a child or concerns about the conduct of a colleague. Recruitment procedures are robust. This includes the background checks that must be carried out to make sure that staff are suitable to work in the nursery. Routine checks are made in the nursery environment to ensure that it is safe for children.

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

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

- develop further the arrangements to focus the support for children's communication and language development so that they benefit from increased opportunities to progress more rapidly in this area of their learning
- focus the already good support provided to staff on developing their individual practices, to raise the quality of teaching and learning for children to the highest possible levels.

## Setting details

<b>Unique reference number</b>	EY481771
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10262346
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	69
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	Wellingtons Day Nurseries Group Limited
<b>Registered person unique reference number</b>	RP904905
<b>Telephone number</b>	01788 541331
<b>Date of previous inspection</b>	7 October 2022

## Information about this early years setting

Wellingtons Day Nursery registered in 2014 and is located in Rugby, Warwickshire. The nursery employs 13 members of childcare staff. Of these, seven hold appropriate early years qualifications from level 2 to level 6. The nursery is open from Monday to Friday for 51 weeks of the year. Sessions are from 8am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Suzanne Taylor

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and the inspector had a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the nursery.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the leader and the manager and discussed how the nursery is organised. The inspector reviewed relevant documentation, including evidence of 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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