

Inspection of Wellingtons Day Nursery

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

Inspection date: 10 April 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

Children are happy at the nursery. Staff build strong relationships with parents and are kind and nurturing towards children. This helps children to feel safe and secure in their care. Staff use what they know about children's prior learning to decide what they are ready to learn next and plan exciting activities and experiences which include the learning that children need. For example, preschool children are keen and excited to play a game to guess which numbered cup an object is hidden underneath. Staff support children to take a turn while others wait and watch with anticipation. As children count spots and state the number, there are cheers of delight when eventually the object is revealed. This supports children's understanding of mathematical concepts and their turn-taking skills.

Children generally behave well. They listen and respond to the staff's gentle guidance to use their good manners and to be kind to their friends. Staff model positive behaviours, for instance saying, "thank you" to babies when they give them their toys. Children receive lots of praise which helps them to know the behaviour that is expected of them. Children gain the skills and understanding they need to prepare them for their next stage of learning and the eventual move on to school.

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

- The leader who is also the setting manager has designed a well-thought-through curriculum for children's learning. Staff were included in this design which has helped them to understand their intentions for what they want children to learn as they move throughout the nursery.
- Staff gain and use information from parents when children first start about what they know and can do so far to continually build on children's existing learning. They consider children's interests in their plans for activities to engage children in play and learning.
- Communication and language is promoted well for all children, including those in need of additional support. Staff use support programmes which help them focus their verbal interactions effectively and help children practice their speaking skills. As a result, children make positive improvements from their starting points.
- Children enjoy listening to and contributing their ideas to stories. For example, pre-school children decide the sequence of a story from a selection of picture cards. Staff use their skills to ask open questions while children create their own story together about what they see in these pictures. They discuss using sand to build a volcano and what could happen next.
- Children develop their physical skills in a range of ways. For example, they use equipment to climb and slide in the outdoor spaces and visit the local amenities

and parks to use their equipment. This helps to strengthen their coordination and balance. Children develop the smaller muscles in their hands in various ways, as they manipulate dough and use their fingers to grip a range of mark-making tools.

- Independence is promoted generally well. For example, children learn to dress themselves and hang up their coats. However, there is scope to further increase the opportunities for children to practise and manage tasks for themselves at the earliest stage they are capable of, such as their personal care and at mealtimes.
- Children are eager to join in activities with staff and with their friends and engage well for lengths of time. However, at times during routines, particularly before lunch, when children are not engaged in play, some children become restless which impacts their behaviour.
- The manager ensures that staff receive the support and training they need to fulfil their duties effectively. She is proactive and takes the necessary steps to guide and monitor staff practice to ensure this effectively contributes towards keeping children safe in the setting.
- Parents are happy with the nursery. They say their children are happy and excited to attend. Parents speak positively about how friendly and approachable the staff and managers are. They are happy with the information they receive about their child's care and learning.

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:

- provide further opportunities for children to develop independence at the earliest stage that they are capable
- review and improve some routine parts of the day to help children remain engaged in more purposeful play and learning.

Setting details

Unique reference number	EY481771
Local authority	Warwickshire
Inspection number	10337592
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	69
Number of children on roll	97
Name of registered person	Wellingtons Day Nurseries Group Limited
Registered person unique reference number	RP904905
Telephone number	01788 541331
Date of previous inspection	21 March 2023

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 8-6 for 51 weeks of the year. Sessions are from 8am to 6pm. 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 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 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 within 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 setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the manager and discussed how the setting was organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working in the setting.

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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