

Little Wellies Day Nursery

31 Heaton Drive, Baildon, SHIPLEY, West Yorkshire BD17 5PQ



Inspection date	28 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager carefully scrutinises the monitoring and assessments of children's learning to evaluate the progress they are making. He systematically reviews this information, along with feedback from parents, children and staff, and uses it to help evaluate the quality of the setting and identify any improvements. He holds regular supervisory sessions with staff to discuss any action plans and professional development opportunities.
- Children have wonderful opportunities to learn about the differences between people and communities. Children develop strong social skills. They regularly visit the residents at a local care home. Children listen to music, sing songs and dance with the residents. They bake cakes and make pictures for special occasions. Children demonstrate high levels of self-esteem and are self-assured.
- Parents are very complimentary about the staff and management team. They feel included in their child's learning and say staff quickly get to know their child's individual personalities. Parents provide detailed information about their child when they first start at the setting. Staff use this information to plan a familiar environment which helps children to feel safe and secure.
- Members of the management team work effectively with other professionals involved in children's care. They hold regular meetings and share key information which helps to ensure that children receive the individual support they need in their learning in the setting and at home.
- The manager has recently introduced peer observations to help staff evaluate the quality of teaching and learning and help raise this to its highest levels. However, this is still in its infancy stage and has not yet been fully embedded in practice.
- Staff do not consistently make the most of opportunities to further develop children's independence, such as during mealtime routines.

What the setting needs to do to improve further

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

- continue to embed peer observations to help raise the quality of teaching and learning to a consistently higher level
- review the daily routines for older children to ensure their independence is fully fostered, for example during mealtimes.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector held discussions with and considered the views of parents and children.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector held a meeting with the management team and discussed the setting's self-evaluation, policies, procedures and other records regarding health and safety.
- The inspector completed two joint observations with members of the management team and reviewed their evaluation. She discussed staff supervision and professional development plans with the manager.

Inspector

Jennifer Dove

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The management team has thorough recruitment procedures in place which help to ensure that all those who work with children are suitable. Staff receive comprehensive inductions to the setting where they complete safeguarding training and review the setting's policies and procedures. They demonstrate that they would take prompt action should they have a concern about children's welfare. Members of the management team respond swiftly to such concerns to ensure that children are protected from harm. They regularly quiz staff to test their safeguarding knowledge and understanding. Staff complete daily risk assessments to ensure that the areas of the premises children access are safe and suitable.

Quality of teaching, learning and assessment is good

Staff plan a welcoming environment and follow children's lead during their play. They complete clear and precise observations and assessments of children's learning. Staff use this information to identify any gaps in children's development and include parents in planning their next step learning targets. Staff include these well in the provision and activity plans. Children develop good literacy and communications skills as they read stories and make their own play resources. For example, older children read stories about jungle and safari animals. They use socks and creative materials to make their own animal puppets. Staff encourage children to build a stage using plastic crates, wood and large pieces of material. Children confidently recall key themes and recreate their own version of the story. Younger children develop their emerging speech and language while reading interesting books with staff. For example, they babble, imitate sounds and name different animals in the story.

Personal development, behaviour and welfare are good

Children develop positive relationships with staff. Younger children use staff as a secure base and seek them out for cuddles and reassurance during their play. Staff support older children to recognise different emotions as they talk about how they are feeling that day. This helps children to develop a strong understanding of different feelings and emotions. Children's behaviour is good. They benefit from physical exercise and fresh air during outdoor play each day. For example, children use balance bikes and confidently navigate the space in the garden. They go through hoops and confidently count the total number of hoops on the hooks. Children use full sized tools to make models and vehicles using wood and plastic bottle tops. Staff skilfully support children to consider risks and ways to minimise these when using tools and sharp objects. Children have fresh foods prepared for them each day and know to wash their hands before eating in order to keep their body healthy.

Outcomes for children are good

Children are motivated and active learners. They are willing to have a go and try things for themselves. Children, including those with special educational needs and/or disabilities, are making good rates of progress from their starting points. Children are well prepared for their next stages of learning and eventual move on to school.

Setting details

Unique reference number	EY501521
Local authority	Bradford
Inspection number	10079943
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	1 - 6
Total number of places	32
Number of children on roll	43
Name of registered person	Little Wellies Day Nursery
Registered person unique reference number	RP535497
Date of previous inspection	Not applicable
Telephone number	01274 532811

Little Wellies Day Nursery registered in 2016. The nursery employs 11 members of childcare staff, including the management team. Of these, one holds an appropriate early years qualification at level 2, five hold level 3, one holds level 4 and the manager holds qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays and the week between Christmas and New Year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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