

Inspection of Wellies

2 Langton Hill, HORNCastle, Lincolnshire LN9 5AH

Inspection date: 18 October 2019

Overall effectiveness **Good**

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

As soon as you walk into this nursery there is a unique feeling of tranquillity and homeliness. Each room has items of curiosity and interest to help children learn, explore and use their imagination. For example, babies can investigate autumn treasure. Pre-school children dress up in a superb collection of bangles, hats and 'clippy cloppy' shoes.

Children have high levels of confidence in their abilities and social situations. They eagerly interact with visitors, asking them questions and inviting them to join their play. Children happily and confidently make decisions on the direction of their learning. They have the freedom to safely explore the environment.

Staff are keen for children to achieve well. They give them praise and encouragement, commenting 'now I've helped you, I know you can do it yourself this time'. Staff are proud of children's achievements. For example, when children paint an oval, staff ask 'what other shapes can you paint?'

Children of all ages play well together. They listen attentively to staff and respond to their instructions quickly, for example at tidy up time. The children demonstrate a real sense of camaraderie towards each other. An example of this is when they offer a hand to their friend to support them over the stepping stones. This favour is returned.

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

- The provider and manager are extremely passionate about their roles and they complement each other with their talents. The manager is highly qualified and relishes the opportunity to access research and share this with staff. The provider works closely with other early years professionals to share good practice.
- Staff provide children with clear and consistent messages about how to play safely and be kind to each other. For example, when they play with a wheelbarrow, children follow guidance from staff and wait their turn when a timer is introduced.
- Children form secure emotional attachments with all staff. Babies receive lots of cuddles from attentive staff. Older children wake from a nap and are given cuddles as they come out of their sleepy state. Toddlers who are unsettled receive lots of one-to-one attention from staff and soon settle to playing and exploring.
- Staff accurately assess children's learning and identify their stage of development. They know children well and understand what they need to learn next. However, very occasionally, some children are not challenged as effectively

as they could be. Staff miss opportunities to further build on their existing skills and extend their learning.

- Staff help children to develop their language skills. They speak clearly and comment on what children are doing. Staff introduce children to many new words and, as a result, children have a wide vocabulary and articulate themselves well.
- Staff encourage children to develop their physical skills and to take manageable risks. Older children practise using their small muscles. They put on safety goggles, hold a golf tee and use a hammer to tap it into a pumpkin. Babies are encouraged to safely test out their developing physical abilities on the climbing equipment.
- Staff model a love of books and read lots of stories to children throughout the day. Children listen attentively and respond to questions about the story. Staff encourage children to act out stories and instigate a leaf hunt. Children invite staff to join them for a pretend sleepover and they listen to a story while snuggled under blankets.
- Parents have nothing but praise for the nursery. Their comments include 'they really get to know the individual child and take time to ask about home as well as progress in their learning'. Parents describe staff as 'extremely conscientious and caring'.
- The provider is committed to building links in the community. The children recently visited a care home and interacted with the residents. The provider considers this is a meaningful inter-generational interaction that some children may not otherwise encounter.
- Staff morale is high, and they work extremely well together to provide high-quality care and education for all. The management team offers staff 'well-being reviews' to ensure they feel supported in their roles. Staff are keen to continually improve their knowledge and skills. For example, they have recently accessed training to help them implement the new planning system.
- Children become quickly engaged with the interesting resources that are set up to ignite their learning. Staff genuinely enjoy playing alongside children. However, at times, staff miss opportunities to interact with the younger children, to ensure they are meaningfully engaged and immersed in learning.

Safeguarding

The arrangements for safeguarding are effective.

The provider, manager and staff put the welfare of children at the heart of all they do. They have a very secure understanding of all aspects of safeguarding. They are confident about the action to take and who to contact if they have any concerns about a child's welfare. A secure entry system is in place and staff monitor access to the nursery. Robust vetting procedures are in place to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- enhance teaching during children's chosen play to help build on their existing skills and provide challenge, specifically for the most-able children
- enhance the quality of interactions with the less-confident children, ensuring they are meaningfully engaged and immersed in learning as much as possible.

Setting details

Unique reference number	EY354403
Local authority	Lincolnshire
Inspection number	10073902
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	0 to 12
Total number of places	100
Number of children on roll	132
Name of registered person	Wellies (Horncastle) Limited
Registered person unique reference number	RP909960
Telephone number	01507 525050
Date of previous inspection	21 January 2016

Information about this early years setting

Wellies registered in 2007 and is situated in Horncastle, Lincolnshire. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It employs nine members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 and five hold level 3, including the manager, who holds early years professional status. One member of staff has early years teacher status.

Information about this inspection

Inspector

Sharon Alleary

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a learning walk discussion and tour of the nursery with the manager.
- The inspector spoke with staff and children during the inspection.
- The inspector completed two joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views from written testimonials.

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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