

# Inspection of The Wolds Day Nursery

Old Melton Road, Normanton-on-the-Wolds, Keyworth, NOTTINGHAM NG12 5NH

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Inspection date: 11 February 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children benefit from being in the care of an exceptional, motivated, and professional staff team. Children receive the highest level of care and support. All children benefit from exciting, stimulating, and well-thought-out learning and development opportunities.

Babies are eager to take part in song times with staff. They make noises and copy actions as the staff sing songs. Children choose large, exciting props for themselves from the song bag. The staff know the children very well. The children demonstrate they feel extremely safe and secure in the staff's warm and nurturing care. The babies smile, make noises and snuggle into staff members for comfort.

Children's behaviour is excellent. They know what is expected of them and they can follow instructions from a very young age. Young children know where to find their coats when dressing to go out for a walk in the village. They sit down on the carpet area and wait for staff to help them. Older children know how to follow safety rules during science experiments. The setting has a set of 'golden rules', which represent children's interests.

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

- Leaders use their extensive knowledge and skills to lead staff in achieving the highest standards. High-quality education is a top priority. The well-designed curriculum enables staff to deliver exciting experiences for children, which are fantastically thought out. They provide 'awe and wonder' and children are excited and are eager to join in. Staff build on what children know and are skilled in progressing children on to the next stage of their education.
- As a result of the COVID-19 pandemic, leaders reflected on what gaps children have in their learning. The owner has recruited a speech and language therapist, to work in the setting for a couple of days a week. The therapist works with all children to offer a high level of language support. Staff are trained and mentored by the therapist to ensure that speech, language and communication are high priority.
- Children have excellent opportunities to access books and develop a love for reading. There are many cosy reading areas, where children can sit and enjoy books. The areas have an excellent array of resources, such as comfortable pillows, soft rugs, and mood lighting. Story boxes with a book and items relating to the story are regularly sent home with children. A lending book library is available in the reception area of the nursery. The community library bus visits the setting every month. Children access the library bus and choose books for the nursery.
- Parents are extremely happy with the nursery. They talk about how the nursery

is the 'best ever' and they would '110% recommend' it to other families. Some parents are members of the 'Parent Forum Group' and act as 'critical friends' for the nursery. They meet every term and collect feedback and share this with the owner. Parents, who spoke to the inspector, talk about how the owner listens to feedback and takes action. The parent group raises funds for the nursery and the local community.

- Leaders highly value their staff at the nursery. They provide extensive training opportunities, to build staff skills. Recently, the owner has encouraged staff to lead parts of training, on a team day. Leaders are also observed by staff members to offer advice on improvements. Staff report that this has helped build on their confidence levels.
- Skilled support staff are in place for children who require additional help. They focus on what children can do, setting small achievable steps for the next stage of children's learning. They have highly effective partnerships in place to seek support for children when needed.
- Home learning is a big focus for leaders to support children's education. Leaders and staff ensure that activities are regularly sent home for children of all ages. Parents talk about how their children can describe what they have learned.

## **Safeguarding**

The arrangements for safeguarding are effective.

There are rigorous procedures to recruit staff, who are fully suitable to work with children. Leaders ensure staff are well trained in child protection procedures. They hold annual safeguarding update training for all staff members. They have a robust policy, which details, for example how safeguarding concerns must be reported to the designated safeguarding lead within 10 minutes. Staff have a thorough knowledge of the signs that children may be at risk of abuse and neglect. They understand local and national potential risks, such as county lines or extremist behaviour. Staff are vigilant and know how to report any concerns.

## Setting details

<b>Unique reference number</b>	EY443579
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10138531
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Wolds Childcare Limited
<b>Registered person unique reference number</b>	RP531447
<b>Telephone number</b>	0115 937 6030
<b>Date of previous inspection</b>	18 September 2012

## Information about this early years setting

The Wolds Day Nursery was registered 2012 in and is located in Nottinghamshire. The nursery employs 24 members of staff. Of these, 21 staff members are employed to work with the children. There are 16 who hold relevant qualifications at level 3 or above, including three staff members at level 6. The nursery opens from Monday to Friday, for 48 weeks of the year. Sessions are from 8am to 6pm except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marie Townrow

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents and grandparents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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