

# Inspection of Wally's Day Nursery

60 Shails Lane, TROWBRIDGE, Wiltshire BA14 8LN

---

Inspection date:

6 June 2024 - 13 June 2024

---

## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Inadequate

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

### The provision is inadequate

There are weaknesses in the arrangements to safeguard children, which compromise their safety and welfare. Those with a safeguarding lead role do not have robust systems in place to identify, record and monitor children's existing injuries. In addition, they do not follow the setting's safeguarding policies and procedures to address concerns raised about children. Ineffective safeguarding procedures puts children at risk, as staff are unable to monitor and track patterns of injuries or have a clear overview of children with safeguarding concerns.

Leaders have taken some action to tackle areas of weakness identified at the last inspection. However, this has been insufficient to address the issues raised. Staff do not always have high expectations for children. The quality of teaching and learning that children receive is inconsistent and, at times, weak. This is because some staff do not think well enough about the intention of activities and how they can use this to build on what children already know and can do.

Children are happy when they arrive at the setting and are greeted warmly by staff. Children behave well. However, leaders and staff are not consistent in managing their behaviour. Leaders do not set clear expectations for staff to promote children's positive attitudes towards learning and behaviour. This does not support children's emotional well-being.

Staff provide older children with opportunities to take appropriate risks with guidance from staff. For example, they enjoy using tools to cut up pieces of cardboard and climb independently on climbing frames. Staff remind them how to use the equipment safely, which supports children to develop an understanding of how to manage risks for themselves.

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

- Leaders and staff do not have a good enough understanding of their roles and responsibilities in relation to safeguarding. They do not follow the setting's safeguarding procedures when they become aware of injuries children sustain. Staff do not always obtain or record accurate information regarding children's existing injuries. In addition, leaders fail to recognise the importance of accurately recording injuries children sustain at home and they do not follow up relevant information so that children are safe. These practices place children at risk, particularly when the injury relates to a bump to the head.
- Leaders and staff are not consistent in managing children's behaviour. Some staff use physical interventions inappropriately or unsuitable strategies to manage children's behaviour. For example, some staff pull younger children backwards by their arms to sit them down. These approaches do not help

children to learn how to behave or manage their feelings. Staff do not deliver their planned curriculum for children's personal, social and emotional development.

- The nursery does not have an ambitious curriculum which is implemented or embedded. Children's communication and language are not promoted well. For example, babies do not benefit from effective back-and-forth interactions that help lay firm foundations for their language and cognitive development. Leaders and managers do not ensure that the interactions of staff working in the pre-school room are of a high quality. Too often, quieter children in the room receive limited interactions from adults, and this does not support them to develop their communication and language skills.
- The key-person system is not effective for babies. Staff do not meet children's individual learning needs. Non-mobile babies are placed on the floor surrounded by toys but without staff interaction because staff busy themselves with other jobs. Staff who work with the babies do not know or understand their key children's current levels of development. They do not identify key information about children's learning and development or understand how this links to children's next steps. As a result, children receive little support for their learning.
- The arrangements for the supervision of staff are weak. Leaders confirmed that they had not been able to support the staff sufficiently due to the amount of time spent working with the children in the playrooms. Although leaders and managers complete observations of staff, and provide opportunities for training, this is not effective. Staff do not receive the support and professional development they need to improve their knowledge and skills and provide children with high-quality care and education.
- Staff support toddler and pre-school children to be independent in their self-care. Children can put on their coat and shoes without help. They are praised by staff when they can do this.
- Following consultation with parents, leaders have made improvements to how they communicate with parents, so that they receive more frequent updates about their children's time at the nursery. Parents report that they are happy with the communication they receive on their children's care.

## Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

|                                                                                                                                                                                                   | Due date   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| ensure that all staff, including the designated safeguarding lead, have a good understanding of the safeguarding procedures, including how to record and act on concerns about children's welfare | 21/06/2024 |
| improve the monitoring, support and coaching for staff to ensure they use appropriate strategies to manage children's behaviour consistently and effectively.                                     | 21/06/2024 |

**To meet the requirements of the early years foundation stage, the provider must:**

|                                                                                                                                                                                                   | Due date   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| ensure staff deliver the intended curriculum so that they build on what children already know and provide appropriate challenge to help them make good progress in their learning and development | 02/08/2024 |
| ensure staff interact with children in a way that provides them with the support and engagement they need to benefit from the activities and learning opportunities on offer                      | 02/08/2024 |
| improve the key-person system for younger children so that staff have a better understanding of children's needs, including what they need to learn next.                                         | 02/08/2024 |

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY297019                                                                          |
| <b>Local authority</b>                             | Wiltshire                                                                         |
| <b>Inspection number</b>                           | 10336007                                                                          |
| <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> | 0 to 4                                                                            |
| <b>Total number of places</b>                      | 92                                                                                |
| <b>Number of children on roll</b>                  | 85                                                                                |
| <b>Name of registered person</b>                   | Arrundale, Elaine                                                                 |
| <b>Registered person unique reference number</b>   | RP905606                                                                          |
| <b>Telephone number</b>                            | 01225 776799                                                                      |
| <b>Date of previous inspection</b>                 | 5 February 2024                                                                   |

## Information about this early years setting

Wally's Day Nursery registered in 2004. The nursery employs 11 members of childcare staff. Of these, one holds a level 7 qualification, one has a level 6 qualification, two staff hold level 5 qualifications and three have qualifications at level 3. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Lisa Large  
Marie Swindells

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and one of the inspectors carried out a joint observation.
- One of the inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Information about the setting, that was applicable at the time of inspection, was received after the inspection and before publication of the inspection report. The relevance of this information made it necessary for us to return to the setting for a second day to gather additional evidence.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024