

# Domino Nursery School

Inspection report for early years provision

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**Unique reference number** 221755  
**Inspection date** 12/11/2008  
**Inspector** Jean Goodrick

**Setting address** United Reform Church, Home End, Fulbourn, Cambridge,  
Cambridgeshire, CB21 5BS

**Telephone number** 077696 255 99

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Domino Nursery School is run by a voluntary management committee. It opened in 1990 and operates from the main hall in the United Reform Church in the village of Fulbourn on the outskirts of Cambridge. A maximum of 16 children may attend the pre-school at any one time. The pre-school is open each weekday, term time only, from 09:15 to 12:00 with an optional lunch club from 12:00 to 13:00 every day except Thursday. All children share access to a secure enclosed outdoor play area.

There are currently 11 children aged from two to under five years on roll. Of these, eight children receive funding for nursery education. Children who attend come from the local area. The church hall has facilities for people with disabilities.

The setting employs four members of staff; three of the staff, including the manager, hold appropriate early years qualifications; one member of staff is working towards a relevant qualification.

## **Overall effectiveness of the early years provision**

Overall children's needs are well met in this small friendly pre-school. The dedicated staff team, have a good knowledge of child development and a developing understanding of the Early Years Foundation Stage. They work together effectively to ensure that children's welfare is given a high priority, their uniqueness is respected and they enjoy varied and stimulating learning experiences. Staff show a strong commitment to the continuous improvement of the provision. They are willing to work with other agencies to meet children's individual needs and they are respectful of cultural and linguistic diversity.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- continue to develop children's assessment records so that they can be used effectively to identify next steps and build on what individual children know, understand and can do
- promote positive attitudes to diversity through activities which encourage children to talk about similarities and the reasons for these.

## **The leadership and management of the early years provision**

The comprehensive framework of written policies and procedures is regularly reviewed and conscientiously followed by staff in order to safeguard the children in their care. Parents have access to these policies so that they are aware of the staff's responsibilities. Staff have carried out a risk assessment of the premises, which is routinely checked so that any problems can be quickly addressed in the shared building. Therefore a secure environment is provided where children are

well-supervised and staff have a clear understanding of procedures to be followed in order to protect children from harm.

Parents and grandparents speak very highly of the provision saying that their children have settled quickly and happily and their confidence has grown. They also report that they have good, trusting relationships with the staff and like the 'family' atmosphere with high staff ratios. Parents receive a good range of information about the pre-school and exchange information about their children's progress and achievements, both informally on a daily basis and at more formal meetings with key staff.

The management committee and staff strive to improve the provision, for example recommendations from the last inspection have been successfully addressed. Through the self-evaluation process they prioritise areas for future development, such as developing children's learning about a healthy lifestyle and developing planning to meet the requirements of the Early Years Foundation Stage. Inclusive practice has also been identified for further development so that staff are proactive in helping children learn about their similarities and differences and about diversity in the wider world. The management committee actively promote and support professional development so that staff are well qualified. As a result children progress well in all areas of their learning and development.

## **The quality and standards of the early years provision**

Staff develop warm, trusting relationships with children and their families so that children have a very good sense of belonging. The key person system and high staff ratios mean that children receive plenty of individual attention and support so that their emotional needs are well met and they feel secure. Staff respond very respectfully to the children, listening carefully to what they say, developing their vocabulary and extending their thinking. For example, children are asked what it feels like as they concentrate hard on painting their hands. Staff join in children's imaginative games asking them what they will need as they write their list to 'go shopping'. Children become absorbed in their activities and staff are flexible in leaving resources out so that, for instance a large construction with waffle bricks can be completed later. Children enjoy local outings to the Post Office and the greengrocer's shop helping to choose the fruit for their snack. Parents and grandparents become actively involved in their children's learning as they cook with children for the festival of Diwali and visit the local memorial for remembrance day. Children count and problem solve in everyday practical activities.

Excellent use is made of the outdoor play area. Staff provide an imaginative range of resources so that, for example children produce a large firework mural having great fun shaking drops of paint onto the black paper. Children set up their outdoor café, laying the table and asking their friends what they would like to eat. They have good opportunities to climb, balance and pedal, developing their physical skills and learning about a healthy lifestyle. The grass is left uncut in one corner of the play area so that children can explore, lifting up the logs to observe the mini beasts.

Therefore children have good opportunities to learn and develop through a balanced range of adult and child-led activities that reflect their interests and capabilities. They are supported well by staff who have a sound understanding of how children learn and make progress towards the early learning goals. Staff have begun to use their assessments of individual children to plan for their next steps in learning. Children learn about keeping safe as they regularly practise the emergency evacuation procedure and learn about road safety on local walks. Meals and snacks are pleasant occasions when children learn social skills. Children's confidence and self-esteem are well promoted as staff give plenty of praise and encouragement with clear boundaries to encourage good behaviour.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.