

Dolphin Nursery

Inspection report for early years provision

Unique reference number EY385383
Inspection date 03/04/2009
Inspector Lindsay Ann Farenden

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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 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

Dolphin Nursery Kingston is an established nursery that registered under Casterbridge Nurseries Limited in September 2008. It operates from two storey, purpose-built premises close to Kingston town centre. There are eight playrooms available for the children attending. There are fully enclosed areas for outside play. The outside area of the premises is protected by CCTV. There is disabled access to the spacious ground floor areas of the premises. The nursery is open each weekday from 07.30 until 18.30 for 52 weeks of the year, closing on bank holidays.

The nursery is registered to provide places for 119 children on the Early Years Register. There are currently 136 children on roll, 22 of whom are in receipt of early years funding. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 35 members of staff. Of these, 28 hold an appropriate early years qualification with a further six are working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery provides a safe, welcoming child centred environment. Children's work is beautifully displayed, which gives them a real sense of belonging. Children are making good progress in their learning and development and their care needs are met through effective routines and organisation of the setting. Good links with parents keep them informed about their child's care and progress. The nursery provides an inclusive environment for all children. The recently appointed manager has already looked at areas for improvement in the nursery and is committed to developing the service to further promote children's care and education.

What steps need to be taken to improve provision further?

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

- continue to develop planning so children's individual next step of learning is more clearly linked to the planning and offer parents further information on supporting their child's learning at home
- provide children with further play resources and books which promote and value diversity and differences

The leadership and management of the early years provision

Children are cared for in a very clean, safe and secure environment. Staff carry out rigorous systems to assess risks and there are effective measures to ensure that

children are safe in the nursery and when on outings. Fire fighting equipment is in place and regular fire drills ensure that staff and children are aware of how to leave the premises quickly and safely. Clear recruitment and induction procedures ensure that staff are suitable to work with children. Most staff have an early years qualification and are keen to attend further training. Staff have a sound understanding of child protection issues and know what to do if they have concerns about a child. The new manager has started to reflect and monitor the quality of childcare provision to improve the outcomes for children and is very proactive in continuing to do so.

Children with English as an additional language are encouraged to participate in all the activities and staff learn some words in the child's own language to aid communication. Although there are no children currently on role with learning difficulties and or disabilities they are very welcome in the setting and there are good procedures in place to support children with additional needs.

Staff gain information about children's routines and interests from parents when they first start at the nursery and use this information to help them settle and achieve as much as they can. Staff provide parents with information about their child's day, which includes the activities that took place, food intake and sleep. This ensures continuity of care. Parents are invited twice a year to meet with their child's key person to discuss their child's progress report which summarises their achievements. Children would benefit from staff providing parents with further information about the topics and how they can complement their child's learning at home. Parents' views are valued through the use of questionnaires and the parent's nursery association.

The quality and standards of the early years provision

Children benefit from a bright and attractive environment in which their own dedicated rooms are equipped with furniture and play resources which are suited to their age and stage of development. The organisation of the rooms gives children maximum freedom to explore and investigate the resources at their own pace. Children have a wide range of construction toys and build and make their own constructions with confidence. All children, including babies, experiment with an exceptionally wide range of malleable materials, such as sand, water, jelly, cornflour, foam and shredded paper, which help develop their natural curiosity through their senses. Children's creativity is extremely well promoted through art and craft activities as well as through music. They enjoy singing a range of songs, joining in with action rhymes and moving their bodies to express words. They have great fun exploring sounds using musical instruments and shakers. Babies are very well stimulated with brightly coloured manufactured toys and natural items. They smile with glee as staff constantly engage with them, helping babies with early communication skills. They enjoy discovering different textures as they do foot painting with the support of staff. They have plenty of space to crawl and look in the mirror as they practise their walking skills, holding on to a bar fitted to the wall.

Children in the pre-school room are highly motivated and experience an excellent

range of opportunities to extend their learning. They excitedly select what they want to do from an excellent variety of resources and activities which are laid out for easy access or stored in low level labelled containers. This significantly helps them make very good progress in their learning and development. Children play cooperatively together and use their imaginations in the role play area to set up a tea party. Children listen with great interest to favourite stories and use ideas to plan their own activity. For example, children talked about how they could make a rocket out of the recycle materials relating to the story. Children use marks readily to represent their ideas and many older children are adept at writing their own names. They learn about living things, as they plant seeds, water them and watch with interest as they grow. Children look at quantities when counting and measuring sand and water, using words such as 'more' or 'less'. Children handle equipment such as scissors skilfully because staff routinely remind them how to use them safely.

Children's health and well-being are promoted as staff give high priority to good hygiene practices to minimise the risk of cross-infection. Staff encourage older children to take control of their personal hygiene, which sets the foundations for their growing independence in their personal care. A number of staff hold a first aid qualification and first aid boxes are easily accessible. Any accidents that occur and medication administered are shared with the child's parents. Children benefit from very nutritious meals cooked on the premises by a chef who has a very good understanding of healthy eating for under fives. Mealtimes are a relaxed and pleasurable experience for children. Drinking water is available to children at all times.

All children enjoy daily opportunities to take part in physical activities in the outdoor play space. They use equipment such as wheeled toys and climbing apparatus to develop their muscle control. They relish playing games which involve them jumping into hoops, walking and crawling quickly and slowly. Children's rest needs are met very well, as babies sleep in their own individual cots and older children sleep on comfortable mattresses with suitable sheets and covers.

Staff have an awareness of the Early Years Foundation Stage and plan a good range of activities to support their learning and development. There is a key worker system in place and staff listen and respond to what children say and question them appropriately. They keep well written observations of activities each child has enjoyed and plan for their next step of learning. However, it is not fully clear how the observations are used to identify learning priorities for individual children within the short term plans. Children behave extremely well because staff offer them lots of praise and are attentive to their needs. Children are beginning to learn about cultural celebrations that may be different from their own, for example, making divas at Diwali. Some children take part in French sessions, which helps them to understand that people are able to communicate in various languages. They access a range of play resources with positive images of diversity. Children thoroughly enjoyed a visit from the fire brigade and regular walks help them to develop an awareness of the local community.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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Annex B: the Childcare Register

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

Met