

Dolphin Nursery

Inspection report for early years provision

Unique reference number EY385381
Inspection date 19/03/2009
Inspector Anne Jeanette Faithfull / Judith, Mary Butler

Setting address Dolphin Nursery, Wokingham Road, BRACKNELL, Berkshire,
RG42 1PN
Telephone number 01344 301 316
Email dolphinbracknell@casterbridgecae.com
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

Dolphin Nursery Bracknell is an established nursery that registered under Casterbridge Nurseries Limited in September 2008. It is registered on the Early Years and the compulsory part of the Childcare Register. The nursery is located close to the town centre of Bracknell and operates from two adjacent houses. Children have access to outdoor play areas. Children attend from the local surrounding areas. The nursery is registered for 96 children in the early years age range. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery opens five days a week throughout the year. Sessions run from 08.00 until 18.00. There are currently 101 children on roll. Children attend for a variety of sessions. A total of 34 staff are employed of which 23 hold an appropriate early years qualification with the remaining three working towards a qualification. The setting receives support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are happy, settled and confident in their surroundings. They benefit from the individual time they receive from the caring staff who develop sound relationships with the children and their families. Staff know the individual children well, however, not all children's individual needs are identified and met through the systems in place, such as recording information about home language and ensuring consents are in place from parents. The management team has systems in place to continually move the practice forward such as, ongoing training for staff.

What steps need to be taken to improve provision further?

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

- further promote children's health and hygiene by ensuring all areas of the nursery are clean
- extend opportunities for all children to regularly access the outside areas
- further develop the systems in place to ensure that documentation is completed consistently and appropriately throughout the nursery to identify, support and meet the individual needs of all children.

The leadership and management of the early years provision

Appropriate recruitment procedures ensure staff are suitable to work with the children. Newly appointed staff follow an induction procedure and existing staff have opportunities to identify and address their individual strengths, weakness and training needs through an appraisal process. The management team are

developing self-evaluation procedures such as the introduction of a parent questionnaire, gathering the views of staff and completing an evaluation form on line. All of the required policies and procedures are in place and are available to staff and parents throughout all areas of the nursery. Documentation is in place to support the welfare, learning and development of children; however, staff do not always complete this appropriately, consistently or store effectively to support all children. For example, failing to record the home language for all children and inability to readily locate documentation that supports individual children.

Staff develop professional and friendly relationships with the parents, who comment how approachable and caring the staff team are. Verbal feedback each day gives parents an overview of their child's achievements and routines. However, written feedback for younger children sometimes lacks detail. Staff do not always follow consistent procedures when settling children into a new area of the nursery, for example, obtaining and completing relevant documentation such as, development records and transition forms. The nursery is beginning to develop links with local schools in the area to assist the children in transferring from nursery to school smoothly. Parents receive regular information in a variety of ways including newsletters and parent notice boards.

Staff are aware of their safeguarding responsibilities and on going training ensures they are clear about the procedures to follow should they have concerns regarding a child in their care. Detailed risk assessments are undertaken regularly to enhance children's safety in the nursery, outside areas and when on outings.

The quality and standards of the early years provision

Staff are developing their knowledge and understanding of the Early Years Foundation Stage (EYFS) and use this to plan a range of activities and experiences for the children who make steady progress in their learning and development. Staff make regular observations to assess children's achievements and progress through the early learning goals and use these to inform future planning and identify children's next steps of learning. Parents have the opportunity to contribute to the planning through discussion with staff and recording ideas on the parent notice board.

Children enter the nursery happily and soon settle into the daily routines. All children develop their independence as they freely select the toys and resources they wish to use. Older children engage each other and staff in their activities such as role-play situations. Babies enjoy small group times and clearly demonstrate their enjoyment by joining in with the actions to the songs, for example, clapping their hands. Older children have opportunities to share their views on the nursery through a children's committee where they contribute their ideas such as, the purchase of new toys. Staff effectively encourage and praise children for their achievements and this promotes their self-esteem. Children share and show co-operation in their play for example, when using the interactive white board.

Children learn the importance of keeping themselves healthy and are becoming independent in attending to their personal care needs. They wash their hands

before eating and after messy play and talk to each other about getting rid of the germs. Children who require a sleep have their own clearly labelled bedding and this minimises the risk of cross infection. The nursery employs cleaners, who work outside of nursery opening hours however; staff are not vigilant in ensuring that all areas of the nursery are clean throughout the day to enhance and promote children's health. Children enjoy healthy meals and snacks as the cook has a good understanding of healthy eating and ensures suggestions made from parents are included in the weekly menus. Children and staff accompany the cook on occasions to the local shops to buy items of food and they regularly participate in cooking sessions with her. Children are learning how to keep themselves safe as staff remind them how to use the scissors correctly and not to climb on the furniture, as they will hurt themselves.

Staff attentively talk and listen to the children; they explain what they are doing and ask open-ended questions to encourage thinking and language. However, daily routines and activities do not always take into account the different abilities and needs of children, for example, the organisation of story times and the use of the outdoor area. Older children enjoy digging in the garden and planting and caring for living things. Staff encourage them to be aware of environmental issues such as re-cycling and they independently top up their containers from the water butt to water the plants. All children have opportunities to play with natural materials such as dirt, sand and water.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory 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 registration.

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.