

# Dorchester Community Nursery

Inspection report for early years provision

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**Unique reference number** EY386768  
**Inspection date** 20/08/2009  
**Inspector** Rachael Flesher

**Setting address** Dorchester Primary School, Dorchester Road, Bransholme,  
HULL, HU7 6AH  
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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

The nursery was registered in 2009 and is one of two settings run by St Andrew's Community Nursery Limited. It operates from one room, with associated facilities, within the Children's Centre based on the Dorchester Primary School site. Children have direct access to an enclosed outdoor play area. The nursery is open each week day from 07.30 to 18.15 all year round and also provides out of school care from associated facilities. Children attend the setting from the surrounding areas.

The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register and is registered to care for 27 children in the early years age group. There are currently 71 children in the early years age group on roll.

The nursery employs 11 staff, all of whom hold or are working toward appropriate early years qualifications. The setting receives support from staff who hold qualified teacher status and Early Years professional status.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery is very well managed and clear systems are in place to ensure children's safety and welfare and these are implemented in practice by an effective and motivated team of staff. The manager has a good understanding of the nursery's strengths and weaknesses. All staff engage in ongoing reflective practice and plans are in place to ensure continuous improvement. Systems for identifying the needs of all the children and their families early and ensuring the appropriate support is provided are very effective. This is due to the extremely strong and well established partnerships and information sharing systems in place with parents, external services and a range of professionals. As a result, all children are making good progress in their learning and development and their welfare and care needs are provided for well.

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

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

- continue to develop systems for evaluating the key strengths and areas for development of the provision and practice, setting appropriate targets and monitoring the impact of any improvements made on the outcomes for children
- develop further opportunities to support children to use their numeracy, language and literacy skills for a purpose through play, to enable them to make further connections with real life in their learning.

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

Effective recruitment and induction procedures are in place to ensure staff are suitable to work with children. Ongoing appraisals and continuous professional development opportunities are provided to all staff to develop the practice and provision and this has had a positive impact on the outcomes for children. All the documentation, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage (EYFS) are in place, implemented regularly, reviewed and shared with parents. Highly effective systems are in place for multi-agency working and information sharing at all levels, to ensure all children have their needs identified early and are provided with appropriate support. Staff are also well deployed to ensure children and their parents receive the support they need and sign post parents to services and professionals as appropriate. Staff have a clear understanding of safeguarding issues and procedures and are confident to act accordingly. This ensures children are safeguarded, included, their welfare promoted and their needs met. As a result, all children are making good progress.

The manager is extremely motivated, has high aspirations for the nursery and strives to achieve the best outcomes for all children. The systems currently in place for identifying key strengths and areas for development to ensure continuous improvement are generally effective. The views of the staff, parents, children and external professionals are meaningfully sought. The manager and staff reflect on the practice and provision daily and an inclusion audit has been carried out. This information is used to inform plans for development. However, these systems are not yet fully developed to clearly demonstrate to others the plans for improvement in place and how the impact of any improvements made on the outcomes for children is monitored.

High priority is given to developing effective partnerships with parents and others. Staff make home visits prior to children starting at the setting to gain an insight into their life at home, make links with their families and to share information to aid a smooth transition to the setting. Highly effective information sharing systems ensure all are fully informed about the setting and children's needs, achievements and progress. Strong links are in place with the children's centre, schools and other settings to ensure continuity in children's care, learning and welfare and to support them during times of transition.

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

Children are happy and settled and participate eagerly and with enjoyment in a safe and stimulating environment. Staff work well together as a team, providing a welcoming environment and promoting children's welfare and learning. Warm, caring relationships are established at all levels and children readily seek out staff for comfort and support. They are forming friendships with their peers and play cooperatively, learning to take turns, share and compromise. Children are also content to play alone, for example, taking time to solve a jigsaw puzzle and are praised by staff when they successfully complete it. They are developing a good

understanding of their local and wider community through the activities, experiences and resources provided and are learning to value and respect those who are different from themselves.

Children's good health and well-being is promoted as staff and children adopt good hygiene practices to prevent the spread of infection. Mealtimes are relaxed social occasions where children and staff sit together to enjoy their healthy food and each others company. Staff support children to develop their personal care skills, such as using cutlery, feeding themselves and toileting. They are also given small tasks to promote their independence, for example, laying the table before lunch. Children are developing a good understanding of how to keep themselves safe as they practise the evacuation procedure regularly and use a range of tools and resources safely. Babies are content as they are bottle fed in the arms of a member of staff and cuddled. Younger children are praised and encouraged by staff as they practise their emerging walking skills and make marks with crayons on paper.

All children are making good progress toward the early learning goals. Good quality observations of children's interests, stages of development, individual needs and achievements are analysed and their next steps clearly identified. This information is recorded so it can be shared with parents and others and to monitor and assess children's progress and plan accordingly. This ensures all children are offered an enjoyable and challenging experience across the six areas of learning, tailored to their individual needs and abilities. The learning environment is well planned and utilised and staff are very well deployed to ensure children's safety and well-being. A good balance of adult-led and child-initiated learning and development opportunities are provided across the six areas of learning. The well resourced areas of provision provide good opportunities for all children to take part in physical play, problem solving, investigating water and sand, creative play, mark making and role play. However, systems for supporting children to use their numeracy, language and literacy skills for a purpose, in their role play, are not yet fully developed.

Staff play alongside children and support and extend their learning through their interactions and effective questioning. They encourage all children to make their own choices and to lead and direct their play and learning. All resources are attractively stored to ensure they are accessible to all and children confidently explore and investigate the wide range of materials and developmentally appropriate resources. The outdoor area is currently being developed following a successful bid for funding from the local authority. Children, parents, staff and a range of professionals were consulted on their ideas which have informed the final plan. This area will further support children's overall development and provide them with further opportunities to experience nature, take safe risks and be physically active.

## 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?	1
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

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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

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