

# Dickory Dock Nursery

Inspection report for early years provision

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**Unique reference number**

EY260159

**Inspection date**

30/11/2009

**Inspector**

Lynn Rodgers

**Setting address**

St. Thomas More Church, 58 Margetson Crescent,  
Sheffield, S5 9NB

**Telephone number**

0114 2338679

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**Type of setting**

Childcare on non-domestic premises

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Dickory Dock Nursery opened in 1996, with full day care provision in 2008. The nursery is managed by a board of directors, which includes parent representatives. It operates from St Thomas More church hall, which is situated in the Parson Cross area of Sheffield, and provides a service for local families.

The nursery has sole use of two designated rooms within the premises, sub-divided into other areas. There are fully enclosed outdoor play spaces, which can be accessed directly from the playroom. The nursery is registered for 41 children aged from birth to under five years old and is open between 7:30am and 6pm, every weekday, for 50 weeks of the year. Children attend for a variety of sessions. The nursery offers a lunch club which gives the opportunity for children to extend their session, or to stay for the full day.

There are currently 82 children on roll, of whom 29 are in receipt of nursery education funding. The setting supports children with specific learning difficulties and children who speak English as an additional language.

A team of 18 staff work with the children. This includes four staff who are employed to cover the lunchtime period. Most staff who work directly with children during sessions hold, or are working towards early years qualifications to level 2 and 3. The setting receives support from the Local Authority and is considering participation in a quality assurance scheme. The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The provider demonstrates a very good understanding of the settings strengths and areas for development, which effectively contributes to the ongoing improvement of the service. The adults meet the needs of individual children very well and ensure all relevant information is gathered, and recorded, at the registration process. All children and families are included, valued, respected and welcomed into the setting, by caring and dedicated staff. The setting is continuously improving the provision they offer, through good communication with parents and children, regular reviews and self-evaluation.

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

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

- ensure the policy for risk assessment is fully implemented in all areas of the setting
- further develop the existing system for the younger children's assessments and ensure the next steps are specific to the children and not the activity

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

The provider takes the safeguarding of children very seriously, and has implemented a positive system for assessing and reporting any concerns. The manager is the child protection liaison officer and all staff know to inform her of any issues. The written policy contains details of the procedure for serious injuries and who to contact, plus other useful numbers. All staff have accessed some relevant training and fully understand the procedures to follow regarding any concerns. Parents receive a copy of the policy and have been informed of the settings duty to report any concerns to the appropriate authorities. The system for carrying out risk assessment is strong, however, not always put into practise in some areas of the setting. There is a written policy of recording any hazards, the action taken, dated and signed. All required written documentation is in place, and other policies and procedures included in the file. The provision reflects on their practice through self-evaluation, local authority systems, and staff meetings to discuss any issues. They have a suggestion box for parents to place comments, suggestions and questionnaires, and they include the children's ideas and requests. The staff have successfully addressed the previous recommendations, and continue to embed ambition to provide quality care and education. They are taking part in the two year olds pilot funding scheme, and work closely with outside agencies.

Resources are effectively used, and presented to children in such a way as to encourage and stimulate them. They are all suitable for purpose, in excellent condition, more than sufficient, age appropriate, and stored for easy and free access. The effectiveness with which the setting promotes equality and diversity shows, because staff help children to feel they belong, they respect children's views and cultures, and greet them as they arrive. The staff find out about each child's particular needs, through discussions with parents and observing the children. This information is used to plan for each individual, taking all their needs into consideration. Parents are made to feel as if they belong, because staff keep them fully informed about what their children do, and respect their views and wishes. Behaviour management is good, staff help children understand and accept the needs of others and to help one another. There is a positive approach, with lots of praise and realistic boundaries. Staff set good examples, teach respect and encourage sharing and taking turns. They include the views, wishes and the voice of all children, by listening to them, giving them choices, and act upon any requests, within reason. They have group sessions for children with specific learning difficulties, which encourages them to be good listeners, learn to sit still and socialise with the other children. Two staff are trained in special needs and have well established programmes of work for individual children. There is an open door policy, all families are welcomed, and no gender specific activities are offered.

Partnerships are well established. The parents receive daily written and verbal feedback, newsletters, and have access to their own child's records. Excellent information on the parents notice board ensures they know what is happening and dates of any special events. Good links with the local children's centre and schools

are very positive, and there is a two way flow of information. The complaints policy and procedures are shared with parents and they have the knowledge of who to complain to. Staff keep a record of children's details, have completed relevant training in first aid and there is appropriate public liability insurance cover. There are systems in place for regular staff appraisals, ensure the staff are suitably qualified, and training is on-going and relevant to their individual needs. Children take part in regular fire evacuation practise and are familiar with the routine. Staff fully engage with the children and their parents, to provide a caring and very well organised setting.

## **The quality and standards of the early years provision and outcomes for children**

The setting is within the local church building, with designated areas and sole use of this space. Staff organise the rooms to ensure all children enjoy, achieve, have fun and participate in age appropriate activities. Activities are well planned and focus around the six areas of learning. Children have learning journey booklets, and there is a balance of adult and child led activities, that take into account their interests and suggestions. Staff record the children's starting points on entry to the setting, and carry out thorough observations and regular assessments. There is a clear record of how children progress, with their next steps highlighted. However, the younger children's next steps are more focused on the activity rather than the child.

The children are very friendly, include adults in their conversations, relate their experiences and talk about what they are doing. Staff ask open ended questions, and children respond appropriately. They are able to hold meaningful discussions, and take part in answer and question time. Children behave well, know what is allowed and not allowed, and generally follow the adults guidance, responding to boundaries. Physical development is fostered through daily activities both indoors and outside. Younger children are able to crawl, and pull themselves up as they learn to walk. Older children access an array of fine motor skills through a varied range of activities.

The staff encourage all the children's creative skills through such activities as, gluing, mark making and painting. There are various areas for role play, such as, doctors, with suitable resources for them to dress up. There are many examples of children's work displayed very professionally, with attention to detail to accent the children's efforts. Children are beginning to understand about the wider world, through access to excellent resources and discussions. They use appropriate words to express what they think, take part in food tasting sessions and celebrate other festivals. Language development is achieved by group sessions using visual aids, games, mark making and letter recognition. Most children are learning to sign, and are involved in language based activities that are appropriate to their age and stages of development. Children show positive interaction with adults, chat freely and initiate their own play. Younger children are encouraged to find their voice through gurgles, shouting out and singing. Basic maths activities foster children's awareness of number, colour, shape and size. They work out how things fit, as well as build and show a good understanding of counting and number recognition.

The staff help children to feel safe, setting good examples to follow. They invite the emergency services to talk to the children, and promote safety through topics, such as, road safety. They discuss people who help us, raising awareness of safety at home and in the family vehicle, stranger danger, stray animals and encourage the children to actively take part in tidying up. Staff promote healthy lifestyles and provide children with healthy and nutritious food, adhering to any dietary and religious requirements. There are appropriate routines for promoting children's personal hygiene skills, and suitable changing facilities for the younger children. The staff encourage children to behave appropriately, join in, make friends and respect each other. Children are making as much progress as they can, and are developing collaborative skills and problem solving, through everyday activities and experiences.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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