

Doves Day Nursery

Inspection report for early years provision

Unique reference number 110125
Inspection date 26/01/2010
Inspector Lisa Jane Cupples

Setting address 1 Stoke Road, Gosport, Hampshire, PO12 1LT

Telephone number 023 92425281

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Doves Day Nursery has been registered since 1996 and is privately owned. The nursery is situated close to the town centre of Gosport. Children who attend the nursery come from a variety of cultural and social backgrounds. The nursery operates from four rooms on the ground floor and four rooms on the first floor of a converted, detached house. Children over two years of age use the ground floor rooms, children under two years are based on the first floor of the premises. There is a ground floor room available to all children for additional activities and a secure outside play area.

The nursery is registered to provide care for a total of 54 children in the early years age range. There are currently 53 children in the early years age range on roll. The nursery is registered on the Early Years Register. The nursery is open from 7.00am to 6.00pm for five days a week for the whole year, with the exception of Bank Holidays. Children attend for a variety of sessions and full day care.

There are 12 members of staff employed to work with the children, including the owner who holds Early Years Professional Status (EYPS). In addition, one member of staff has an Early Years Degree and another has a Foundation Degree, seven staff are qualified to level 3 and two are working towards a relevant level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Most children are supported well in their learning and development and they are making steady progress towards the early learning goals. The staff team and the management of the nursery are committed to driving improvement and they are working together, reviewing and adapting procedures to develop the nursery throughout. Ongoing self-evaluation by the management makes sure that priorities for development are identified and steps are being taken to continually improve the quality of the nursery for the benefit of the children who attend.

What steps need to be taken to improve provision further?

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

- further develop the staff team's knowledge and understanding of the Early Years Foundation Stage and ensure children in the baby room are engaged in purposeful activities and experiences, to stimulate their learning and development in order to improve their behaviour and relationships with their peers
- continue to conduct observations of each child's achievements and ensure these are updated consistently in order for each child's learning journey to

take a personal path based on their own interests, experiences and the curriculum on offer

- improve the cleaning routines to ensure all areas of the nursery are kept clean, with particular regard to the upstairs dining room floor area
- continue to develop systems to incorporate parents' comments into children's individual records to ensure they contribute to and are fully involved with their child's learning on a regular basis
- further develop systems of self-evaluation to include the effectiveness of planned activities to accurately track and monitor when children's individual learning intentions are being met.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because all staff have a good understanding of child protection procedures and they know how to implement the policies if any concerns are identified. Full written child protection policies are in place and are shared with parents to ensure they are fully aware of the setting's safeguarding responsibilities. Robust recruitment and vetting procedures ensure that everyone has been vetted and is suitable to work with the children. All visitors are required to sign in and out of the nursery, ensuring an accurate record of everyone coming into contact with the children is maintained. Detailed written risk assessments and daily checks are carried out to ensure the children are cared for in a safe and secure environment.

The nursery has made progress since the last inspection and previous actions and recommendations have been addressed. For example, a full induction process has been implemented for new staff and a cook has been employed to provide a wide range of nutritious and balanced hot meals for children. Cleaning procedures to ensure equipment, such as, high chairs, tables and chairs that are used at snack and meal times are consistently maintained in a hygienic condition. However, the dining room floor upstairs in the nursery is not always kept clean. The management team continually monitor and evaluate the overall effectiveness of the nursery and have drawn up a detailed, ongoing action plan to drive improvement. However, the evaluation of planned activities is minimal, limiting the staff team's ability to accurately track and monitor when children's individual learning intentions are being met.

Children have access to a range of play materials and resources throughout the nursery to help them make progress towards the early learning goals. Most children are supported well and are engaged in a variety of play and learning experiences throughout the day. However, the interaction of staff with children aged under two years is sporadic, and the children are not always stimulated and occupied. This occasionally has a negative effect on their behaviour and the relationships they are beginning to build with their peers. Children have equal access to the resources, outdoor area and play materials. They are beginning to learn about the world around them through resources, activities, topics and themes covering other countries and cultural festivals.

Staff are developing systems to liaise with other providers of the Early Years Foundation Stage (EYFS) to ensure the children's care and learning is consistent across all the settings they attend. Good links are being built with the local primary school to ensure the children's transition into school is smooth. Parents are able to talk to the staff at any time and detailed information about their children's care is recorded on daily handover sheets. The parents have access to their children's records on request and the nursery hold open evenings to discuss the children's individual progress. However, the children's records are not updated regularly, limiting the amount of information the parents gain from seeing them. As a result, parents are not able to contribute to or become fully involved in their children's learning on a regular basis.

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

Some staff have a limited understanding of the EYFS. As a result, the systems in place to track and monitor the children's progress are not being fully implemented. The records are not updated regularly to enable the staff to plan for each child's learning journey, taking into account their own interests, experiences and the curriculum on offer. Staff are often unaware of the children's next learning steps and often miss opportunities to fully extend the children's learning as they progress towards the early learning goals.

Children enjoy a range of play and learning experiences during their time at the nursery. They use their imaginations well as they role play in the home corner, building their confidence and self-esteem. Children use dried foods to make pretend meals and snacks for each other, the staff and visitors. They have many opportunities to express themselves creatively through music and craft activities, developing their own ideas as they learn about the different materials. Children mark make in a variety of ways as they practise their emergent writing skills. They count everyday objects and recognise numerals around the walls and in books. They explore treasure baskets, as they begin to make connections and conduct experiments. For example, children make volcanoes with bicarbonate of soda, vinegar and food colouring, watching with glee as the mixture expands. Children use a range of materials to explore textures, such as, sand, water, gloop, play dough and dried rice. They pour the liquids from one container to another as they begin to understand volume and develop their hand to eye coordination. Children enjoy books and listening to stories, often pretending to read to one another in the book corner. They have access to a computer and use tape recorders independently, selecting the music in the play room.

Children learn how to keep themselves safe through discussion and routines. For example, older children are able to explain what happens during an emergency evacuation because staff practise regular fire drills with all the children. They know they must not leave fallen toys on the floor in case they trip over them and they are beginning to tuck their chairs in when they finish an activity so other children will have room to move around. Children learn how to hold and use scissors safely during craft activities with support and encouragement from the staff. They are beginning to develop an understanding of healthy eating as staff talk with them

about the types of food that are good for them. Children are developing good self care skills; they wash their hands at appropriate times and put on aprons before painting or playing with the water. The nursery provides a range of fresh fruit and vegetables at snack and meal times to encourage the children to begin to make healthy choices. Children have access to the outdoor play area and free flow in and out, reaping the benefits of the fresh air on a daily basis. Most children behave well because staff implement the clear rules and boundaries consistently. As a result, the children know what is expected of them and are keen to please the staff.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	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

