

# The Dove Nursery

Inspection report for early years provision

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**Unique reference number** EY338977  
**Inspection date** 16/06/2010  
**Inspector** Shan Gwendoline Jones

**Setting address** The Cricket Pavilion, Henfield Common, Henfield, West  
Sussex, BN5 9RP  
**Telephone number** 01273492990  
**Email** dove\_nursery@btinternet.com  
**Type of setting** Childcare on non-domestic premises

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

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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.

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## Description of the setting

The Dove Nursery opened in 2006 and operates from the Cricket Pavilion in Henfield, West Sussex. The nursery is open Tuesday to Thursday from 9am to 3pm and Friday from 9am to 1pm, term time only. All children share access to an outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for 20 children from 2 years to under 8 years, all children may be in the early years age range. There are currently 33 children in the early years age range on roll. The group is registered to receive government funding for nursery education. Children come from the local and surrounding areas. The setting currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs four staff, of these three hold an appropriate early year's qualification. One member of staff is working towards an Early years foundation stage degree. The setting receive support from the local Early Years Development and Childcare Partnership. Children attending the nursery are representative of the local community.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at nursery. They thrive in a safe and welcoming environment that enables them to make good progress in their learning. The management and staff team are enthusiastic and work well as an established team, which enables continual development and improvement. This ensures that a highly inclusive environment is provided that develops positive outcomes for children. The staff team have effective relationships with parents and forge links with other agencies so that children can receive the care they require.

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

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

- ensure written print is more evident in the learning environment to encourage recognition of simple words to further promote children's pre-reading skills
- extend opportunities for children to find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning
- develop opportunities for parents to be more involved in practical ways to support their child's learning and development

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

Clear and comprehensive safeguarding procedures secure children's safety and welfare; consequently, staff fully understand how to protect children from harm or abuse. There are thorough systems in place to protect children from unvetted persons and to ensure staff are suitable. Staff are deployed effectively to ensure children are properly supervised at all times and good contingency arrangements are in place to cover staff absences in an emergency. Appropriate appraisal procedures identify staff training needs effectively so that children benefit from the care of a fully qualified and exceptionally stable staff team.

All children benefit from being cared for in a well organised, child orientated and welcoming environment. Resources are freely accessible and children can choose what they would like to play with. All resources and equipment are good quality and checked regularly for any damage. The provision promotes inclusive practice. Boys, girls, children with special educational needs and/or disabilities and those with English as an additional language make equally good progress because their needs are taken into account. Each child is allocated a key worker, who oversees the child's individual requirements. The staff observe children and use this information to help plan for their individual learning. They take account of children's interests using information relating to their starting points.

A comprehensive self-evaluation includes staff suggestions for improvement and identifies accurate strengths of the setting and most areas for improvement. This detailed analysis, which includes staff and invites parents to contribute, has resulted in the successful securing of grants. For example, the setting has secured funds for physical resources and improvement to the premises; the new fencing in the outdoor play area will help to promote outcomes for children's physical development. Comprehensive risk assessments are in place as well as daily checklists to ensure hazards are reduced.

The partnership with parents is very positive and ensures each child's key person develops an excellent understanding of their welfare and learning needs. Parents give very positive feedback about the nursery and feel the friendly staff team are a core strength. Ways to encourage parents to be more involved in practical ways in supporting their child's learning and development are in the process of being further developed. Staff have links and relationships with various child development specialists, whom they are able to call upon if needed to ensure children's individual needs are met. They have forged links with local schools to enable a smoother transition for children in their care.

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

Children spend their time purposefully in the child-focused environment. They are happily engaged in a variety of stimulating activities, which support their learning and development. The staff use their knowledge of the Early Years Foundation

Stage to provide an enabling environment, allowing children to make choices in activities and ensuring they are able to make progress. Beautiful photographs illustrate children's involvement in a wide range of activities and demonstrate their development towards the early learning goals. A strength of the setting is the staff's interaction with the children; they really listen and value each child's contribution. Children begin to learn to respect diversity by celebrating festivals from different cultural traditions. They have frequent opportunities to discuss aspects of their own lives and those of other people. A range of photographic story boards depict children's experiences when they visit other countries. For example, a child riding on a gondola and enjoying a trip to St Marks Square whilst on holiday with her family in Italy. However, opportunities for children to use a range of information and communication technology and programmable toys to support their learning are less evident in the learning environment.

There are well-organised opportunities for children to enjoy well-read stories and sing together. Staff plan these to support the language development of all children, including those with speech delay or who are acquiring English as an additional language. Music and movement is fostered exceptionally well, children relish these sessions as they dance, laugh and sing in rhythm to the music accompanied by staff who play an array of musical instruments. Skills for the future are being learnt through the accessibility of books and mark-making materials. Although written print is less evident in some areas of the environment to encourage recognition of simple words to further promote children's pre-reading skills.

Children settle well in the nursery, they are confident and have a strong sense of belonging. New children are afforded time to settle when their parents leave; children are comforted by their key person and are gently shown and reminded about the routines and procedures. Staff explain their expectations and offer meaningful praise and lots of encouragement. Children show good self-confidence as they collect their own resources and help to put them away for the next person. Children are extremely well behaved and co-operative. This is evident as they help to tidy up with energy and enthusiasm at the end of each session. An older child commented to her peers 'I cant wait to help tidy up and help all of the other kids, we are going to do team work after lunch'.

Children gain a good understanding of how to stay healthy. They enjoy nutritious snacks and independently access drinks throughout the day. Displays show children talk about healthy food. Staff support them to eat sufficient quantities for their needs from their packed lunches. They understand the importance of good personal hygiene. They wash their hands at appropriate times such as before eating and after visiting the toilet and are being supported by signs in the bathroom.

## 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	2
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

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