



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 113462**

**DfES Number: 585114**

### **INSPECTION DETAILS**

Inspection Date      24/06/2004  
Inspector Name      Gill Moore

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Dolphins Day Nursery  
Setting Address      73 Chesswood Road  
                                 Worthing  
                                 West Sussex  
                                 BN11 2AB

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Nicole Mendes

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Dolphins Day Nursery is a privately owned nursery and opened in 1987. It is accommodated within a large semi-detached property on the east side of Worthing. The nursery provides full day care for children and serves the local residential area. The nursery is divided into 3 units. Babies and toddlers are situated on the ground floor of the property. each have their own nursery rooms and garden area. Pre-school aged children are accommodated on the first floor of the property and have use of 3 classrooms as well as an outside play area.

there are currently 92 children from 0-5 years on roll. This includes 27 funded 3 year olds and 14 funded 4 year olds. the setting does not currently support any children with special educational needs, but has 6 children for whom English is an additional language. The nursery opens Monday to Friday 07:30-18:00 52 weeks of the year, excluding bank holidays. Children attend on a full time or sessional basis.

The proprietor employs 12 staff to work directly with the children, of which 7 have a variety of child care qualifications. There are 4 staff currently working towards an early years qualification. Of the staff, 8 work full-time and 4 work on a part-time basis. the nursery liaises closely with the local primary schools in the area and other early years settings. it receives support from West Sussex Early Years and Child Care Partnership.

### How good is the Day Care?

Dolphins Day Nursery provides good quality care for children.

Effective procedures are in place for the recruitment and induction of new staff and management actively support staff to increase their knowledge and skills through regular training. Children are supported by high ratios of staff who develop secure relationships with them, helping to develop confidence and independence as they progress through the nursery. Very good use is made of space, both inside and out, and the nursery is welcoming and attractive to parents and children. An extensive range of equipment and resources provide opportunities for children to express

imagination, explore creativity and make their own choices about their play. The required documentation is in place and well maintained.

Staff are vigilant about children's safety and have defined roles and responsibilities to ensure all areas of the nursery are safe and monitored. Children learn about the importance of keeping themselves safe and healthy and practice good hygiene routines. Meals and snacks are healthy and nutritious and ensure children are provided with a well balanced diet. Staff have an excellent knowledge of children's individual needs and ensure equality is promoted through play. Staff's knowledge of child protection issues and understanding of local procedures is very good.

Activities are well planned and organised, although these are mainly based around the stepping stones, and excellent interaction is observed throughout the nursery, in particular within the baby and toddler unit. Staff ensure children are included and routines and activities are adapted to suit children's individual needs and parents wishes. Children are valued and praised continually by staff, which impacts on their behaviour and the relationships they develop with their peers.

Friendly informal relationships are established between parents and staff and systems to communicate are effective

#### **What has improved since the last inspection?**

Not applicable

#### **What is being done well?**

- Excellent systems are in place for staff to communicate with parents, both verbally and in written form, particularly in the baby and toddler unit. Staff complete daily sheets, which provide details about the child's day including, times and lengths of sleeps, food and milk intake and nappy changes. Parents are kept well informed about nursery routines and activities and experiences their child participates in on a daily basis throughout the nursery.
- The organisation of the baby unit is secure and very well developed. Staff work well as a team and communicate effectively, with each other and parents, to ensure all children's individual needs are met. Parents provide written routines, relating to their individual child, and staff work together to ensure these established routines are maintained when babies are in their care. The excellent range of equipment and play provision is used effectively to provide a stimulating environment, in which children are cared for by dedicated and qualified staff.
- Relationships within the nursery are very good. Staff have a good knowledge of children's home and family circumstances and interact well with children, helping them to feel valued and show good self-esteem. Excellent transition procedures help children to settle as they progress throughout the nursery. For example, a baby soon to move into the toddler unit spent an initial period of time in her new environment. The child's parent settled her into the toddler unit and a familiar staff member from the baby unit supported her in her new

surroundings.

- The nursery provides three meals for children each day, should parents request this, as well as mid session snacks. The varied nutritious menu is displayed throughout the nursery and shared effectively with parents to ensure children's individual dietary requirements are met. Children sit together with staff for meals and snacks and develop good independence and social skills.

#### **What needs to be improved?**

- the system for planning and observing children under three years

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	Increase staff's knowledge and understanding of the Birth to three Framework and how to use this to plan for and assess children under three years.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Dolphins Day Nursery offers good quality nursery education where children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Structured activities are well organised, exciting and pitched at appropriate levels to support and extend all children. However, these are few in number and staff miss many opportunities, throughout routines and free play, to sufficiently challenge the more able children, in particular relating to mathematical development. Staff's knowledge and understanding of the stepping stones is limited. Children's learning is assessed against the stepping stones, although this information is not used to inform plans. Staff develop good relationships with children and make good use of most resources, enabling children to play an active role in their own development. The learning environment is well organised, however, the routine and grouping of the children does not always ensure they have opportunities to access all areas across each session.

The leadership and management of the nursery are generally good. A clear management structure ensures staff have a good understanding of their roles and responsibilities and an effective programme for staff development is implemented. Some weaknesses, with regards to the deployment of staff and time for preparation to plan, have been recognised but not addressed as yet. The owner acts on advice and shows commitment towards improving the nursery provision.

The partnership with parents and carers is generally good. Parents are well informed about nursery activities and are actively encouraged to be involved with their child's learning. Informal procedures are in place to discuss children's achievements and progress, although parents are not invited to make contributions to these and do not receive any written information relating to this. Staff and parents establish friendly relationships and share information about the children on a daily basis.

### What is being done well?

- Staff help parents to understand how their child makes progress towards the early learning goals through play. Visual displays highlight activities and experiences children enjoy during sessions and written information shows the links between these practical experiences and the stepping stones. Staff provide suggestions of activities for parents to try at home with their child linked to nursery topics, which helps increase parental involvement in their child's development.
- The organisation and accessibility of resources and materials provides opportunities for children to develop high levels of independence and complete tasks without support from an adult. For example, a child selected some paper, chose his writing tools and drew a picture. He fetched the scissors, skilfully cut out the picture and then proceeded to tidy away, putting

the pieces of paper in the bin and returning the tools and resources to their correct place. The child completed his task by sticking his picture onto the board, showing a sense of achievement, before choosing his next activity.

- Staff make very good use of the outside learning environment. Children fill up watering cans and water the plants and vegetables they have grown. They enjoy using magnifying glasses to look for bugs and insects behind the flowerpots, and use chinks to make marks and draw letters on the paving slabs. Opportunities to explore sand or water are always available outside, as well as children being able to freely access equipment such as bicycles, balls and beanbags.
- Children express excellent imagination and high levels of involvement through their self-chosen activities. They enjoy dressing up and engaging in role-play. They show good negotiation skills and concentration when working together to construct the train track and discuss who is on the train and where it will stop. Children make excellent use of paints, dough and collage materials to express imagination and explore creativity.

#### **What needs to be improved?**

- staff's knowledge and understanding of the stepping stones and how to use daily routines, self chosen activities and incidental opportunities to challenge and extend the more able children, in particular relating to mathematical development
- the deployment of staff, structure of the routine and grouping of children to ensure children have opportunities to access all areas of learning across each session
- the system for planning, to ensure children's assessments are used to help move them on to the next stage in their learning
- opportunities for parents to discuss children's achievements and progress with key workers and contribute to the assessment system.

#### **What has improved since the last inspection?**

The nursery have made generally good progress since the last inspection. They were asked to establish clearer ground rules for children's behaviour, with emphasis on turn taking in speaking and listening. Children's behaviour is now a strength of the setting and staff have clear ground rules with realistic expectations of how children should behave. Opportunities are provided for children to learn to share and take turns and to listen to their peers valuing what they have to say.

They were also asked to match activities more closely to the children's ages and stages of development so that appropriate challenges are provided for all. The system for planning has been developed to include one structured activity each week. This activity is well planned and highlights how staff should focus their teaching, by providing the appropriate level of support and challenging the more able children. However, currently only one structured activity is planned each week and

staff fail to make effective use of routines and children's self-chosen activities to extend the more able children.

The nursery were also asked to develop a more detailed method of assessment and record keeping. The method of observations and assessments of children has been improved and links directly to the stepping stones in each area of learning. However, information from these assessments is not currently used to help plan the next stage in children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show high levels of independence and play an active role in their own development. They self-select resources, play well independently and learn to negotiate and co-operate when working as part of a group, for example, in role-play children negotiate who will wash up and who will cook dinner. They develop confidence and show good self-esteem, learning to value and take care of one another. Children develop secure relationships with staff and their peers and behaviour is very good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy sharing news and use a good range of vocabulary to discuss the plants they have grown in the nursery garden. They write their own names to self-register and send postcards to their peers, accessing a wide range of writing materials freely during the session. Children enjoy re-telling stories, making predictions and using information books to learn about the life cycles of frogs and caterpillars. They link sounds and letters and suggest words that start with similar sounds.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Planned activities show that children measure water, explore weight and learn about size and shape. However, staff do not make effective use of the learning environment and resources available to practice and consolidate children's understanding of mathematical concepts and many learning opportunities are missed throughout the session. Children are not encouraged to solve practical problems developing their understanding of simple number operations and do not use mathematical language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children skilfully make models of sunflowers using a range of construction materials and enjoy many opportunities to explore and investigate materials and living things. They learn about life cycles of animals and talk about their own experiences of home and their families. Children explore different countries and use maps to discuss where they are in relation to where we live. They make Native American head dresses and learn about customs and cultures of people from around the world.



**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children demonstrate skill in throwing and catching balls, rolling hoops and jumping across stepping-stones. They explore different ways of moving by pretending to be cats and spiders. Children spread butter on toast using knives, cut pictures showing good scissor control and thread cotton reels to make necklaces. They access the full range of tools and materials independently. Children learn about the importance of healthy eating and exercise and discuss how to keep safe in the sun.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children play with pasta and talk about how it feels before and after it is cooked. They enjoy the feel of paint on their hands and discuss how the glitter sparkles. Children enjoy opportunities to explore a range of media and materials and explore objects, such as cotton reels in paint. They use their imagination in many different ways, for example creating complex stories through use of books with their peers. Opportunities to explore music and sound patterns are provided.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- increase staff's knowledge and understanding of the stepping stones and how to use daily routines, self-chosen activities and incidental opportunities to challenge and extend the more able children, in particular relating to mathematical development
- evaluate the deployment of staff, structure of the routine and grouping of children to ensure children have opportunities to access all areas of learning across each session
- ensure children's assessments are used to inform planning and provide opportunities for parents to discuss and contribute to children's achievements and progress.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*