

# Dolls House

Inspection report for early years provision

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**Unique reference number** EY348827  
**Inspection date** 30/11/2010  
**Inspector** Jacqueline Munden

**Setting address** 71 Havant Road, Cosham, PORTSMOUTH, PO6 2JD

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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.

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## Description of the setting

Dolls House Nursery registered in 2007 and is one of two privately owned nurseries run by the same proprietor. It operates from both floors of a detached house in a residential area of Cosham in Hampshire. There is a secure garden for outdoor play. It opens from 8am until 6pm, Monday to Friday, all year round. The nursery has two rabbits and two guinea pigs.

The nursery is registered under the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend the nursery at any one time. There are currently 76 children on roll, all of whom are in the early years age range. There are no children currently attending within the later years age range. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities, and who speak English as an additional language.

There are 11 members of staff who work with the children; of these, nine hold relevant childcare qualifications and two are currently training for an appropriate qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming environment, where their health and safety are fully promoted. Committed staff ensure children are valued and included, although some do not benefit from maximum opportunities to play outdoors. Extremely effective relationships are forged with parents and other professionals involved in children's care; this allows staff to meet children's individual needs very well. A well developed knowledge of each child ensures staff successfully promote children's learning and development, although the written records lack some detail. Regular self-evaluation ensures priorities for development are identified and acted on, resulting in continuously improved outcomes for children.

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

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

- ensure full use is made of the garden and explore opportunities to increase use of the local environment to further enhance children's well-being, learning and enjoyment outdoors
- further develop the written record of children's progress to include the planned next steps into their development record to ensure all staff and parents are aware of them.

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

The management and staff team work cohesively to provide a nurturing environment where children are safe and secure. Suitably vetted and trained staff have a clear understanding of safeguarding children. Systems ensure new staff and students are informed about policies and procedures regarding all aspects of safety as part of their induction and ongoing appraisal. The health and safety officer conducts risk assessments and takes steps to deal with hazards as they arise. A wide range of policies and procedures ensure children's health and welfare are promoted. Children are closely supervised by vigilant staff at all times and daily routines ensure children's individual needs are met well. For example, children brush their teeth after eating lunch. Staff generally make full use of the limited time that the setting is permitted, by local authority planning conditions, to use the garden.

Extremely effective links are formed with parents and other professionals involved in children's care which ensure their individual needs are met. This is an area that has been improved recently and has a positive impact on the families using the nursery. Parents report they feel their views are valued and great effort is made by staff to help children feel welcome and to help them settle. For example, the results of a recent parent survey are displayed along with an action plan of the planned improvements. Parents enjoy meeting key workers at planned meetings and are fully involved in their child's learning and development. They are well informed of the Early Years Foundation Stage and appreciate regular information about how they can help their children learn at home. Staff demonstrate a strong commitment to providing an inclusive environment. Children with additional needs are supported very well as staff work with others including Portage and speech therapists to meet their needs. Excellent links with other settings children attend ensure continuity in their care and development. Great effort is made to help those children with English as an additional language to settle. For example, key words in the families' home language are sought from parents and learnt by staff. Staff recognise the benefit of using Makaton to help children develop communication skills. The special educational needs coordinator (SENCO) has recently left the setting. However, the SENCO from the sister nursery is supporting staff while appropriate training can be attended by a member of staff. The setting works closely with the local authority early years team and plans to seek help if it is needed.

Management has a clear vision for the nursery and is developing effective methods to evaluate their practice. Staff are becoming more and more involved in the process. For example, some staff take responsibility for certain areas such as health and safety and promoting equality, although some are still waiting to attend training in their chosen area. Peer on peer observations are being introduced to further develop their skills. Parents' views are sought through questionnaires and children make choices of what they do and play with. Advice and support is sought from outside agencies and action plans are used to track planned improvements. This demonstrates a commitment to continuously drive improvement in the

nursery.

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

All children are happy and settle quickly as they arrive at the nursery. They smile as they are brightly welcomed by caring staff with whom they form close bonds. In the baby room, children benefit from being held when being bottle fed, and being cuddled and comforted when needed, which ensures they feel safe. Staff interact well, encouraging toddlers to reach and grasp toys and helping those developing skills to take steps. Toddlers enjoy exploring texture as they use different mediums such as baked beans and pasta. Children's routines are maintained as required by parents and to meet their needs. Staff make good use of unplanned activities to help children learn. This is demonstrated when one of the nursery's guinea pigs is brought in to the pre-school room to look at. Children are totally absorbed as they talk about its bones, naming the spine. They are asked what he likes to eat and are very gentle and quiet as they handle him. In all the rooms, staff make accurate and relevant observations of children's achievements and interests. They complete written records regularly and share them with parents. Staff know the children well and what they are going to do to help them progress. Staff use this knowledge when making daily plans to ensure all areas of learning are included which ensures children make good progress. However, the planned next steps are not entered in children's records for all staff to be aware of.

Equality and diversity is promoted well as all children use a wide range of good quality resources that cover all areas of learning and promote their understanding of all people in society. For example, they use a range of role play clothes and books showing people from different cultures and make lanterns to celebrate Diwali. All areas of the nursery are planned well to enable all children to take part and move around freely and safely in their given areas. Resources and the equipment they use are easily accessible and enable all children to take part. For example, low level tables and chairs meet the varying needs of the different age groups. For example, sand trays and easels are at low levels allowing the very young to use them. A range of electronic toys and computers is available. The large, brightly designed keyboard used with the computer allows for its easy use. Creative materials are freely accessible for children to experiment with and explore. Children confidently select paper and use easy grip, chunky chinks to draw pictures. Comfortable areas are provided in all the rooms for children to access and enjoy a wide range of books.

Outdoors, the garden is separated into areas allowing different types of play and with different surfaces to allow play in all weathers. Ponchos are available for children to wear in wet weather to encourage this. All areas of learning are promoted. Children enjoy imaginary play as pirates as they climb and slide on the large wooden ship. They develop large muscles as they use the see-saw, springing themselves up and down. Children use the garden to learn about the natural world around them. They grow and care for herbs in the sensory garden, make food for the birds and catch snowflakes on their tongues. In general, most staff make good

use of the well equipped outdoor play area in the time they have due to a limit imposed by the local authority to the number of children that may use the garden at one time. However, little use is made of the local environment to enable more children, including the very young, to benefit from fresh air and exercise.

A strong focus is placed on encouraging children to become confident and independent. This enables children to develop skills for the future as they learn to manage their behaviour. For example, they are kind and willing to share toys and use a sand timer to help them take turns with the computer. At snack and meal times children are supported well but are also encouraged to pour their own drinks. Children are confident to speak and show great interest in what happens around them. Staff encourage their learning by using effective strategies such as visual aids when telling a story. Children are absorbed and focused as they listen and watch. Children learn a new Makaton sign each week which is incorporated into their daily routines or used in songs. Children in the pre-school are learning about letter sounds and to recognise their name as they self-register on arrival. Some are starting to write their names. Information technology equipment is available in the form of CD players and electronic toys as well as computers. Children learn effective habits to keep healthy such as washing their hands before eating and brushing their teeth after. They learn about foods that are good for them, growing and then eating some produce such as tomatoes. Children are aware of taking precautions to keep safe. For example, children warn others not to sit in centre of the see-saw as there is no handle to hold on to. Children and staff are calm as the smoke detector goes off and they follow the emergency evacuation procedure.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	2
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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