

Dot Tots Nursery

Inspection report for early years provision

Unique reference number

EY349520

Inspection date

13/12/2010

Inspector

Jasvinder Kaur

Setting address

1 Ebenezer Street, BILSTON, West Midlands, WV14 9LP

Telephone number

01902 883444

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 assesses 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.

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

© Crown copyright 2010

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

Dot Tots Nursery re-registered in 2007. It operates from a converted detached property in Coseley, West Midlands. It is situated on the main road from Wolverhampton to Birmingham and close to all local amenities. There is a fully enclosed outdoor play area. The nursery serves the local community and surrounding areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for a maximum of 59 children under eight years at any one time, of whom, no more than 22 may be under two years. Currently there are 79 children on roll. Children attend a variety of sessions. The nursery is open from 8am to 6pm all year round, except bank holidays and a week at Christmas. They receive support from the local authority.

There are 23 staff members, 18 of whom hold relevant childcare qualifications. One staff is currently working towards a level 2 childcare qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are safe and secure and enjoy their time in a friendly, stimulating and inclusive environment. They make steady progress in the early learning goals, supported by staff who mostly have an adequate understanding of implementing the Early Years Foundation Stage framework. Staff establish positive and professional relationships with parents to promote the children's care and education. Systems to evaluate practice are generally implemented to support the staff in identifying both strengths and areas for ongoing improvement to advance outcomes for children.

What steps need to be taken to improve provision further?

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

- develop all staff's knowledge of how to use observation and assessment effectively to plan the next steps in individual children's learning; this specifically refers to staff caring for children under the age of two years
- extend opportunities for children to develop further their communication, physical and technology skills through planning of appropriate activities on a daily basis
- organise the available space to extend the opportunities for two-year-old children to have contact with their peer group
- ensure all required documentation in relation to the provision is readily available for inspection.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of Safeguarding Children in relation to child protection. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. A robust recruitment procedure ensures the suitability and qualifications of all adults looking after the children or having unsupervised access to them. Risk assessments are undertaken both inside and outside the provision to minimise hazards, and the security of the premises is well maintained. Children develop a sense of belonging and behave in ways that are safe for themselves and others through regular input from staff drawing attention to any possible dangers in their everyday lives. They are protected from the spread of infection because there is a procedure in place to exclude any children with infectious illnesses.

In order to identify areas for improvement, the setting has commenced a process of self-evaluation through collating the views of staff and support from the local authority. Questionnaires are provided for parents to convey their views and preferences. Since the last inspection the staff have made some improvements, including the resources for different age groups. All required policies and procedures, including the complaints procedure and records concerning children, are suitably maintained. However, not all required documentation is readily available for inspection. Most recommendations raised at the previous inspection have been addressed, although the quality of education for children in the Early Years Foundation Stage continues to be an area for further improvement.

Premises are welcoming to children, with a wealth of displays of their own artwork and colourful posters in all playrooms. However, due to the organisation of space, fewer opportunities are provided for two-year-olds to mingle with their peer group. This means children's welfare needs are not met effectively. Children benefit from the setting's positive partnerships with parents and carers. A variety of strategies is used to ensure information is regularly conveyed through daily verbal communication, displays, notice boards, newsletters and questionnaires. The partnership with other providers delivering the Early Years Foundation Stage is being developed successfully to promote children's well-being and continuity of learning. Staff have received training and are aware of the Code of Practice in respect of special educational needs and/or disabilities. Their association with the area Special Educational Needs Co-ordinator and other professionals allows staff to seek advice to ensure children get the support they need. Children are encouraged to understand and respect the values and differences of others as they celebrate cultural festivals all through the year. Sufficient resources are available depicting positive images of diversity.

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

Children are provided with satisfactory opportunities to help them make adequate progress across all areas of learning and development. A key worker system ensures children's needs are met appropriately. Good quality resources are deployed to enable children to have free access and make choices of their play. Flexible planning is tailored to meet children's interests and provides a balance of child-initiated and adult-led activities. All staff contribute to planning of activities. Although staff who work with older children have a good understanding of implementing the Early Years Foundation Stage framework, others have a limited knowledge. Consequently, records of observation and assessment do not clearly identify younger children's achievements and their next steps in learning. This means not all children are always sufficiently challenged to make progress across the six areas of learning and development.

Younger children develop language while taking pleasure in listening to nursery songs, moving their bodies to the rhythm, smiling and making eye contact. Older children generally extend their communication skills through routine activities such as visiting the library, singing nursery rhymes, listening to stories and making marks. They develop their vocabulary through talking to peers and familiar adults. But opportunities to use their phonic knowledge to write or read simple regular words are limited. A variety of themed activities is planned to supplement children's learning and knowledge of the environment. This includes finding out about past and present events in their own lives, why things happen and how things work. Children learn about different people, animals and creatures through artwork, books and toys. However, limited opportunities are provided to develop their technology skills.

Children develop an understanding of numbers and shapes through daily routines and during play such as matching and sorting shapes and colours, singing number rhymes and counting, like, how old they will be on their next birthday. They use language to compare quantities and learn about differences in size and pattern. Children have opportunities to express their imaginations through music, role play and independent access to paint, water and sand. Children's creative skills are further stimulated through a wide range of musical instruments and sensory and texture experiences including shaving foam, jelly, custard and natural materials.

Children show increasing control in holding and using scissors, mark-making and manipulating tools. Daily access to the outdoor play area allows children to breathe the fresh air and move freely, though the use of physical play equipment is rather limited. This means children's physical development is not fully supported. Children do, however, understand the importance of basic personal hygiene and they wash their hands before they eat and after using the toilet. They enjoy freshly cooked, healthy and nutritious meals and fresh fruits at snack times. Children are well behaved and develop good awareness of right and wrong, responding positively to guidance and instruction from staff. They are encouraged and praised, and their efforts are acknowledged through displays of their art work. They are confident

about seeking help from the support of staff, and happily engage them in conversation and play.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	2

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	3
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

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