

# Dimson Day Nursery & Kids Club

Inspection report for early years provision

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<b>Unique reference number</b>	509090
<b>Inspection date</b>	01/02/2011
<b>Inspector</b>	Heather Morgan

<b>Setting address</b>	Lower Dimson Farm, Gunnislake, Cornwall, PL18 9NS
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<b>Type of setting</b>	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**

Dimson Day Nursery and Kids Club registered in 1990 and is privately owned. It operates from four rooms, on two levels, in a purpose-built building in Gunnislake in Cornwall. Toilet and washing facilities are located on each level. There is a fully enclosed area available for outside play as well as 10 acres comprising gardens, fields and woodland, where children have their own camp fire. The setting has a variety of animals, such as chickens, ducks, geese, ponies, pot bellied pigs, Shetland sheep and pygmy goats. It serves the local area and the surrounding villages within a 10 mile radius.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates each weekday throughout the year, with the exception of one week at Christmas and bank holidays. The nursery is open from 7:30am until 6.00pm and provides a before and after school club as well as a holiday club for school children up to the age of 14 years.

A maximum of 42 children may attend at any one time. There are currently 88 children on roll, aged from one to under eight years, 77 of whom are in the early years age group. Approximately 18 children attend the holiday club. The nursery receives funding for the provision of free early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who learn English as an additional language.

There are currently 10 members of staff working with the children, of whom nine hold a relevant early years qualification at least at level three, and the other member of staff is working towards this. The manager has Early Years Professional status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff work well together to provide interesting and enjoyable activities that are extremely effective in promoting children's learning and development. Older children particularly benefit from learning in the extensive outdoor environment. Staff are reflective and take account of the views of parents and children when they evaluate their practice and implement action plans that drive improvements to the service they provide. Children are safe and secure and become skilled at assessing risks and keeping themselves safe. Overall, they are developing healthy lifestyles as they spend much of their time outdoors. Effective partnerships with parents and other professionals ensure that staff know each of the children well and work collaboratively to promote positive outcomes for children.

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

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

- consider ways to improve hygiene procedures at busy meal times
- find ways to provide younger children with greater opportunities to explore the outdoor environment.

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

Good attention is paid to children's safety and security. Secure recruitment and vetting procedures ensure that staff working with the children are suitable to do so. Children are supported well in learning to assess risks for themselves. Staff have a clear understanding of the policies and procedures in place to support them in keeping children safe from harm.

The enthusiastic team of staff are skilled at planning a wide range of activities that interest and excite the children. Consequently children make rapid progress in their learning and development. The older children are given excellent opportunities to learn in the outdoor environment, where they care for animals and investigate natural resources, paying close attention to the changing features of the environment throughout the year. Younger children also have opportunities to play outdoors, as well as accessing a range of activities indoors. They enjoy exploring different textures and materials as they search for items in the water tray or create pictures and collages.

The staff are reflective practitioners and have a strong commitment to improvement. They enthusiastically attend training or liaise with other practitioners to develop new skills and ideas. They work collaboratively with each other and with parents to implement improvements within the nursery. For example, they have recently reviewed and developed new learning journals that provide parents with an attractive and informative record of their children's progress and are used successfully to plan activities that build on what children already know and can do.

Children are offered a wide range of resources and are encouraged to initiate their own play. Staff are deployed effectively to support children's play both indoors and outdoors. Following effective evaluation of their practice the staff have identified that younger children do not have the same access to all of the outdoor learning opportunities as the older children and are currently seeking funding to develop access routes to the woodland area.

Staff know children well and provide individual support to help them settle and progress. They read stories to them in their home language and celebrate a range of traditions and festivals that reflect the diversity within the group. The outdoor environment is used particularly well to engage boys in learning activities.

Parents value the individual care given to their children and are well-informed about their children's progress. Staff work well with other professionals to ensure children with additional needs are supported effectively.

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

Children demonstrate a good understanding of how to assess risks and keep themselves safe. For example, they play in a woodland area and learn about fire safety and poisonous or dangerous plants. They use tools such as hammers and saws safely and with increasing control. They enjoy daily opportunities to play outdoors in the fresh air and to exercise their bodies. They practise balancing on logs and experimenting with blocks of ice to see if they can walk along the slippery surface. Children have a good awareness of hygiene procedures and carefully wash their hands before meals when they have been playing outdoors. They have regular drinks and meals to sustain them throughout the session, but sometimes eat their lunch while sitting on the floor, with no protective covering beneath them.

Children play well together and are learning to share resources. Staff are always on hand to help the younger children learn about taking turns and cooperating with one another. The children play an active role in caring for their environment and the animals. They enjoy feeding the animals, collecting eggs that the chickens and ducks have laid and carrying equipment, drinks and snacks to and from the woodland area.

Children have excellent opportunities to learn as they participate in varied and interesting activities, many of which are accessed in the outdoor environment. They are confident and enthusiastic in all that they do. Children's language development is supported very effectively. Consequently they are articulate and use language well to organise their thinking and recall previous activities they have enjoyed. They regularly use numbers during their play, spontaneously counting the number of sheep in the field or helping staff to carry out a head count before returning from the woodland area. They enjoy the challenge of working things out for themselves and engage in complex problem-solving activities, such as working out how to construct irrigation channels to water different areas of the fields. Children benefit greatly from the well-planned activities they access and the staff's responses to their interests and thirst for knowledge. They are very well informed about nature, life and seasonal cycles, and the affects of the weather on their environment. For example, they are enthusiastically investigate the thick layer of ice that forms on their pond during very cold weather, and are delighted to discover that the pond has been refilled by recent rainfall. Children also enjoy expressing themselves creatively through artwork and role play. They enjoy singing together and exploring the different sounds, textures and colours of the materials they handle. The children's enthusiasm to participate, their inquisitive nature and desire to articulate what they have been doing and their determination to work things out for themselves, all provide an excellent foundation for their future learning.

## 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	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>	3
The extent to which children achieve and enjoy their learning	1
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	1

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