

# Dimples Day Nursery

Inspection report for early years provision

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**Unique reference number** EY229801  
**Inspection date** 11/04/2011  
**Inspector** Beryl Witheridge

**Setting address** Green Street, Green Road, Darenth, Kent, DA2 7HT

**Telephone number** 01322 285885  
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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

Dimples Day Nursery opened and was first registered in 2002. It operates from nine rooms in purpose built premises in Darenth, Kent. The Nursery is registered to provide care for no more than 174 children under 8 years of age, of whom no more than 36 may be under two years of age, at any one time.. The nursery is open each weekday from 7.30am to 6.30pm all year round. There is no provision for overnight care. Children share access to a secure enclosed outdoor play area.

There are currently 176 children aged from birth to under five years on the roll, attending a variety of sessions. The setting receives nursery education funding for children aged 3 and 4 years. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 52 staff, of whom 42 staff (including the manager) hold appropriate Early Years qualifications. There are four staff working towards a qualification, another two are working towards an Early Years degree and 10 other staff are upgrading their qualifications.

The nursery achieved the Kent Kite Mark accreditation in August 2007 and have been awarded the Heartbeat award for promoting healthy food.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery follows the Forest School philosophy. The staff are extremely effective in recognising the uniqueness of each child and catering for their individual needs. Caring, positive, relationships develop within a safe, secure and enabling environment. However staff need to review the regularity of practising the emergency evacuation procedure. The nursery's policies and procedures are competently implemented by the very enthusiastic and dedicated staff. The nursery consistently drives wide-ranging improvements in outcomes for children, using an inclusive self-evaluation process and continual reflective practice of the service it provides. This shows that the provision is fully able to maintain continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- practise the emergency evacuation routine regularly so that all children know how to protect themselves in an emergency

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

The provision for safeguarding is comprehensive and thorough. The safeguarding policies are highly effective and staff know what to record and who to report to should they have any child protection concerns. They clearly understand their responsibility towards the children in their care. Consistent procedures, which meet the Local Safeguarding Children Board requirements, are in place. Risk assessments are extremely thorough and identify hazards, and the actions taken to minimise such hazards, throughout the nursery. These include preparation for regular and occasional outings such as trips to the woods or when travelling further afield and using public transport. Children practise an emergency evacuation procedure each term but not often enough to ensure that all the children have been included and that they all know what to do in an emergency. Recruitment procedures are rigorous and robust, and these ensure that all staff working with the children are suitable to do so. Ongoing training is taken up and the bi-annual appraisal systems identify strengths and weaknesses to fully support individual staff members in their professional roles.

Staff throughout the nursery are highly committed in their drive for improvement; they are all fully included in planning for the future. There are plans for eventually replacing all the equipment with natural products, extending the canopies to the field behind the nursery, providing a larger vegetable garden and having a further garden solely for the use of Snowdrop room. A wide ranging self-evaluation system is deeply embedded in the ethos and aims of the provision. Staff, parents and children comment regularly on how the nursery is run, making suggestions, contributing to best practice and encouraging self-motivation and commitment to the future of the nursery.

Material canopies provide cover from the sun or rain so the children play outside in all weathers. They have wellington boots and water-proof suits for rainy weather, and hats and sun cream for hot weather. Sustainability is implemented with excellent recycling processes, a garden area for children to dig, plant and harvest vegetables, as well as the willow huts in the gardens which are living structures. Each room provides children with a welcoming environment both indoors and out where toys and play materials are easily accessible, clearly labelled and strongly support children's individual enjoyment and achievement. Children are able to access free flow play at all times.

Equality and diversity are fundamental to care and learning; all children and their families are welcomed and each one is respected for who they are. Linguistic diversity is respected and highly valued by staff who learn, with help from parents, some key words in the child's own language to make them feel valued. All children and staff can use sign language. Parents provide appropriate cultural items from home and sometimes explain their own cultural stories at times of annual festivals and celebrations to all the children. Children have the opportunity to learn some French and Spanish whilst at the nursery.

Qualified and competent key persons identify and assess starting points to plan next steps to learning for groups of children. The children's Learning Journey books clearly record their starting points; the observations and assessments are linked to the areas of learning in the Early Years Foundation Stage, next steps are identified and planning for future learning is developed.

The partnership with parents, carers and others is extremely well established. Newsletters in hard copy and via e-mail, notice boards and educative displays inform parents of their children's daily experiences. Daily records of food eaten and sleep times reassure parents of babies and toddlers. Parents also complete their own observations of the children at home which they share with staff and these are included in the children's Learning Journeys. Parents have the opportunity to attend outings with the children; they have gone on trips to the local woods and organised a 'We're Going on a Bear Hunt' activity. Parents have also visited the London Eye with the children and staff. Parents spoken to could not praise the nursery enough. They are extremely happy with the care and attention given to their children and the way that they as parents are kept fully informed. The nursery staff are aware of children who attend other Early Years providers. They send out a termly letter to these providers and records of phone conversations and exchanges of information are kept. The nursery has links with the local Children's Centre so is able to get easy access to the professionals working there who can help and support the children.

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

Children show they feel safe. They are happy, settled and secure; staff provide them with close care, are attentive and respond swiftly to their needs. They sit with the children on the floor or at the table helping them with their chosen activity. Most activities are child led, although there are some adult led organised activities included. Children love listening to stories and are very good at predicting the text or answering questions about what they have heard. Staff work with pre-schoolers as they learn about letters and sounds, and the children show good skills at thinking of words beginning with the 'letter of the week'. They use their imaginations well while playing in the home corner - they have requested the Doctor's kit as a child has a scratch on his knee and three others are attempting to bandage him up; they collaborate well and negotiate as they play this role-play game.

Experienced staff provide cuddles as they play with, and listen to, the youngest babies and toddlers and their responses to adult conversation. Children quickly gain confidence in their own language skills. Individual needs and interests are identified early and closely followed with a wide range of resources or activities that reinforce and focus learning.

The garden is laid out to delight and entice children to explore the real world and their own capabilities; to experience a range of textures, smells and colours; to stimulate their interest in a healthy lifestyle and plant or insect life. The nursery

has a large number of pets for the children to care for and interact with. They have rabbits, guinea pigs, hamsters, fish, snails and caterpillars which will soon become butterflies. The nursery has a risk taking philosophy; this has been implemented with the agreement of parents, and children are able to climb, run, jump, build and explore which they do with great enthusiasm. The vast tree trunk in the garden provides lots of opportunities for children of all ages. They go on regular trips to the woods where they explore, find plants, bits of trees and wood which they bring back to the nursery. Outings are a regular part of the routine; they have visited the nearby bee-keeper where they learn where honey comes from and then bring it back to the nursery and eat it. They have regular visits from other people from society such as the police, the ambulance service, firemen, a recycling company, a wild bird sanctuary and so on; they have even had a visit from some sheep that were sheared at the nursery! Children are learning about nature and the wider world around them at first hand.

Children develop co-ordination to pedal bikes or push buggies. Independent access to mark-making resources are available so that children independently make lists or draw when they choose. Children eagerly and competently operate the laptop. Children learn to be patient, to focus and to take turns with resources. Children enjoy making a positive contribution to the routine of the day. They are learning to become independent as they clear away after themselves at lunch time and help to prepare their own food at snack time such as pouring their drinks or spreading toppings on the sandwiches. Highly effective hygiene procedures are in place throughout the nursery. Staff act as good role models for the children, they regularly wash their own hands throughout the day, and they remind children about why they need to do the same. All children have their own toothbrush and toothpaste and clean their teeth after meals. They receive visits from the 'Tooth Fairy' who explains to them about having healthy teeth and gums. The meals provided are all cooked freshly on the premises; a four week menu offers children choice and variety. Food is, wherever possible, locally sourced. Individual dietary requirements for children are clearly recorded.

Children's behaviour is of the highest standard. They are considerate of each other. They respond well to praise. This is extended with the use of stickers and the 'superhero' charts for good behaviour. Children are looking for attention for positive reasons. They accumulate excellent skills and behaviour patterns as they listen to what others say with low-key support from staff who, as role models, speak calmly and provide time for each child to express themselves. Staff have recognised a huge improvement in behaviour since they have introduced total free flow play. Overall, an inclusive and welcoming service is provided.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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

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