

Dollymixtures Nursery

Inspection report for early years provision

Unique reference number	EY104370
Inspection date	21/09/2011
Inspector	Parm Sansoyer

Setting address	The New Lodge, Corporation Street, Stafford, ST16 3AG
------------------------	---

Telephone number	01785223511
Email	dollymixtures@btconnect.com
Type of setting	Childcare - Non-Domestic

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 2011

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

Dollymixtures Nursery opened in 1989 and has been on the current site since 2002. It operates from a purpose-built building on the site of St George's Hospital, Stafford, Staffordshire. The children come from a wide catchment area as most of the parents travel to the hospital to work and they also serve the local and surrounding areas. Children have access to a secure enclosed outdoor play area.

A maximum of 74 children from birth to eight years may attend, of whom no more than 18 maybe under two years at any one time. The setting also offers a before and after school club during the school term and a holiday club during the school holidays. There are currently 169 children on roll, of whom 123 are in the early years age group and 46 are aged from five to eight years. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four-years-old. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

The full day care facility is open five days a week, all year round, from 6.45am to 6pm. The before and after school facility operates from 7am to 9am and 3pm to 6pm during the school term, and the holiday club from 7am to 6pm. There are 23 members of staff employed to work with the children. Of these, two hold the Early Years Professional Status, three hold a qualification at level 4 in early years, 19 hold a qualification at level 3 in early years, of whom one is working towards a qualification at level 4, and one holds a qualification at level 2 in early years and is working towards a qualification at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare needs are rigorously safeguarded because staff are extremely professional and endeavour to maintain the highest possible standards of safety, care and education. The exceptional organisation of the educational programme, equipment and resources offers rich, varied and imaginative experiences that help children make outstanding progress in their learning and development. The organisation of small group work and whole group sessions are mostly very effective in supporting children's learning and enjoyment. This highly stimulating and welcoming environment fully reflects the children's backgrounds and the wider community. There are excellent partnerships with parents and carers, professionals and agencies and the local school. Leadership and management, including the capacity for sustained improvement, are outstanding.

What steps need to be taken to improve provision further?

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

- reorganising the singing session so that all children from two to three years can show increased levels of interest and enjoyment.

The effectiveness of leadership and management of the early years provision

The extremely strong management team ensure the safety and welfare of children is given high priority throughout the setting. Staff have an excellent knowledge and understanding of safeguarding issues through comprehensive policies and procedures which are reviewed on a regular basis to ensure they continue to meet requirements. Highly effective recruitment, vetting and induction procedures are in place. Consequently, staff have an excellent understanding of their roles and responsibilities and are well qualified and experienced. The organisation of the setting is exemplary. Staff are extremely vigilant about the children's safety and carry out daily safety checks on the environment, including robust written risk assessments.

The management team are actively involved with all aspects of the provision and always strive to achieve the highest standards in the service they offer. They lead a culture of reflective practice, self-evaluation and informed discussion. As a result, the staff team are highly motivated towards providing excellent quality care and education for children. They employ a whole setting approach and therefore new initiatives are successfully implemented throughout the setting to help raise children's achievement. They work highly effectively as a team because they all share a common purpose and vision to continually improve outcomes for children.

A comprehensive equality and diversity policy outlines an excellent commitment to promoting inclusive practice. Staff have an excellent knowledge and understanding of individual children and, as a result, their needs are extremely well met. Children with special educational needs and/or disabilities are extremely well supported through the staff's exceptional liaison with parents and carers, other professionals and agencies. Children with English as an additional language are equally well supported and their linguistic diversity is valued and fostered very well. Teaching is rooted in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress, as a result, outcomes for all children are exceptionally high. The environment, both indoors and outdoors, is managed very well and outcomes are clearly attributed to the excellent use of resources and the highly effective deployment of staff. Assessment through high quality observations is rigorous and the information gained is used effectively to guide planning. Children's levels of achievement are excellent in relation to their starting points and capabilities. Staff are highly skilled and plan and provide an inspirational, rich and stimulating environment, with a balance of child-initiated and adult-led activities.

Partnership with parents and carers is exceptional as staff discuss every aspect of their child's learning and development with them. They share extensive

information at induction and throughout their child's stay. Parents and carers greatly benefit from the outstanding support and guidance they receive to be involved effectively in their child's learning and achievements. Parents and carers are heavily involved in decision-making on key matters affecting the setting through well-established systems, such as, the active parents' forum and feedback questionnaires. All parents are fully involved and contribute extremely well to the themes and topics. This is clearly evident through the wealth of photographs and initiatives displayed which are successful in strengthening links with what happens at home and at the setting.

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

Children make outstanding progress towards the early learning goals in all areas of learning. Children's personal, social and emotional development is supported very well. Children show an extremely strong sense of belonging, are very confident and develop strong relationships with adults. All children are involved, busy and occupied with the wide range of opportunities on offer to them within this exciting and extremely stimulating environment. They develop their confidence very well and staff offer excellent support to get them all actively involved and increase their self-help skills. As a result, all children, including babies, feel secure, confident and make significant gains in their learning and development. All children are valued and show extremely high levels of involvement in their chosen play. Children are very well behaved and learn how to share and take turns.

Children's communication, language and literacy is supported extremely well. The implementation of the Every Child a Talker programme is clearly evident in supporting the children's communication and language skills. Children have daily opportunities to initiate conversation and take account of what others say during circle time and story sessions, and cosy dens have been created for children to chat which have been extremely successful. More able children rapidly learn about and begin to link sounds to letters due to the focus staff apply to this. Children thoroughly enjoy playing sound games, considering the initial and end sound of words which helps to foster a fondness for rhyming. Children build excellent foundations for early literacy through making sense of visual signs and symbols and use an extensive range of opportunities to engage in mark making, both indoors and outdoors. Daily story and singing sessions are warmly received by many of the children. Children enjoy these experiences due to the extended range of props and visual aids used to help sustain their interests. However, on occasions these whole group sessions for children aged from two to three years are not always effective enough in engaging all the children due to the varying learning needs within the group. Older children have excellent opportunities to recreate stories and sequence events as they use the board and through role play.

Children's problem-solving, reasoning and numeracy is fostered extremely well. Children have sufficient time, space and encouragement to discover and use new words and mathematical ideas, concepts and language. Children show a keen interest in counting, shape, pattern, and size and explore measures, weight, capacity and why things happen. Staff use creative strategies to make numbers

fun; for example, staff and children have created a pretend robot, number bags, and a pretend street of numbered houses. These resources help children match and identify numbers and quantity, and are especially popular with the boys.

There are inspiring opportunities provided for children to increase their knowledge and understanding of the world, and they are extremely well supported to help them make sense of the world. The garden area, allotment, greenhouse and forest area offers an abundance of meaningful opportunities for children to explore and find out about plants and creatures in the natural habitat. They learn about natural habitats and how to recreate these conditions as they look for insects. Younger children have an extended range of opportunities to explore and find out how things work. They have excellent opportunities to use their senses to explore texture and natural items, such as the numerous 'treasure baskets' created in relation to the theme. Children rapidly begin to know about their own cultures and beliefs and those of other people; for example, children attending are positively invited to share with each other their own cultures and beliefs which are fully valued and celebrated.

All children's creativity, including those attending the out of school club, is extended very well as they use their curiosity and exploration as they play. They have excellent opportunities to share their thoughts, ideas and feelings through using a broad range of art and craft, music, dance, imaginative and role play resources, which are inspiring and readily available indoors and outdoors.

Children have an excellent understanding of how to stay safe and this is demonstrated well through their play; for example, children learn how to manage risk as they learn how to stay safe around the camp fire and use tools. The extent to which children adopt healthy lifestyles is outstanding. All children, including babies, benefit from access to fresh air and the outdoor environment throughout the session, which contributes significantly to their health and well-being. A clear eco programme means children, parents and carers are actively involved in making small changes to save water and energy, recycle items, such as mobile phones, and consider making small lifestyle changes, such as walking to the setting when possible. Children show a comprehensive understanding of making healthy choices and an understanding of the benefits of fresh produce and regular exercise. They successfully develop outstanding skills for future through becoming active, inquisitive and independent learners who demonstrate a wealth of understanding about the wider world.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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