

# The Dolls House

Inspection report for early years provision

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<b>Unique reference number</b>	EY273915
<b>Inspection date</b>	13/11/2008
<b>Inspector</b>	Alison Putnar
<b>Setting address</b>	6 New Walk, Leicester, Leicestershire, LE1 6TF
<b>Telephone number</b>	0116 2236357
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

## 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).

## Description of the setting

The Dolls House Day Nursery opened in November 2003. The setting is one of two nurseries owned by DH nurseries limited. This setting accommodates children under the age of two years. The nursery operates from a converted Victorian house on New Walk, close to Leicester city centre. The building is accessed by two steps. Children are accommodated on two levels of the house, those under one year are generally cared for on the ground floor. There is a small enclosed outdoor play area. Families attend the nursery from the city and county. The setting is registered to accommodate 33 children on the Early Years register. There are currently 21 children from birth to two years on roll. There are no children with learning difficulties or disabilities currently attending. All the children have English as their first language.

The group opens five days a week all year round. Sessions are from 07:45 until 17:30. Children can attend for a variety of sessions. There are five staff working with the children; all hold early years qualifications.

## Overall effectiveness of the early years provision

Staff work closely with parents and relevant professionals to ensure the individual needs of children are met. Overall, children's welfare and safety is protected well. A suitable range of resources and activities are provided enabling children to make some progress as they play. Staff are developing their knowledge of the Early Years Foundation Stage (EYFS) to enable them to plan and provide more effectively for children's learning. Systems for reviewing, monitoring and improving practice are developing.

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

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

- extend staff knowledge of Early Years Foundation Stage (EYFS) to enable them to plan and provide both adult-lead and child-initiated activities more effectively to support children's individual development across all six areas of learning equally
- improve systems to monitor and evaluate the provision more regularly following implementation of the EYFS to meet children's needs more effectively and bring about improvements
- review and update the risk assessments ensuring that any aspects of the environment that pose a higher risk to children are assessed with necessary actions identified to further reduce the risk, with particular regard to using the stairs, use of some outdoor equipment and conducting evacuation drills regularly
- improve the methods for developing staff knowledge of some policies and procedures in the setting with regard to safeguarding children, procedures for recording incidents of behaviour management and methods of supporting

children with additional needs.

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

Children's welfare, care and safety is well promoted. Recruitment procedures are robust in ensuring that staff are suitable to be caring for children and hold relevant skills and qualifications. A wealth of well-written policies and procedures are in place to guide staff in their practice. Generally staff understand them well, but, lack in-depth knowledge of some. Staff monitor children's safety and supervise them closely. Although risk assessments are in place to identify and reduce most hazards, some aspects have not been considered fully. High numbers of staff to children ensure close and genuine bonds are formed and that individual needs are met.

The nursery demonstrates a positive attitude to making improvements and raising standards. Space and facilities are organised to extend and enhance the learning environment for the children. Methods for monitoring practice are in place. The manager observes staff working with the children and identifies any training needs. The staff team meet to discuss and share ideas. However, the system for self-evaluation is not used consistently to bring about the most effective improvements.

The setting work closely with relevant professionals and take on board advice and support to improve practice and to ensure the needs of all children are met. Issues raised at the last inspection have been addressed well. Staff's developing knowledge of the EYFS enables them to plan activities to support the children's development. Although, some staff are not fully secure in their knowledge to provide activities at an appropriate level for those in the group.

The physical environment is well-maintained and clean. A welcoming environment is created through a range of appropriate resources, displays of children's work and useful information for parents. Parents comment positively about staff and the opportunities to engage in daily conversations about their children's needs and development. Good methods are in place for sharing information ensuring that individual needs are met and that children are cared for in line with parent's wishes.

## **The quality and standards of the early years provision**

Children are relaxed in the child-friendly environment and confidently approach staff for comfort and cuddles. They benefit as staff know them well and provide a varied range of activities to enjoy. Staff monitor children's progress and use this information to plan for their development, however, some aspects of learning are not sufficiently covered. Parents contribute to development records at consultation events and during general discussions.

Spacious playrooms offer children good opportunities for exploring the range of activities and space is created to enable them to sleep comfortably. Younger ones benefit from opportunities to join in activities with the older ones and learn from

those more able. Staff consider the needs of children during play to ensure all can participate. For example, push along toys are brought into the outdoor area to support the youngest ones in developing their physical skills of walking. Staff are aware of the benefit of outdoor play and fresh air and endeavour to take the children out each day. A healthy, balanced diet is provided and secure systems are in place for ensuring that children are fed according to their dietary requirements.

Communication skills are well supported. Staff engage in play with children and use an appropriate range of language, sing songs and use gesture and facial expressions to provide a language rich environment for the young children attending. Nursery routines support children to progress in their personal, social and emotional development. Staff are on hand to comfort children during arrival times ensuring those less confident are effectively supported. Children develop their personal independence as they attempt to put on shoes and coats in preparation for playing outdoors and practice feeding themselves at meal times.

Children's creativity and small physical skills develop as they explore a variety of craft materials, using various tools and writing implements. Simple mathematical concepts are explored positively through practical activities. Staff model counting during play and when climbing the stairs and children explore size and capacity when using different sized buckets and pots in the sand. Although, some planned activities such as those exploring the letter, shape and number of the month are too advanced for most children attending.

Children's knowledge and understanding of the world is encouraged well. They enjoy walks in the local area and explore natural materials such as leaves, soil and sand when playing outdoors. A range of resources that reflect positive images of our diverse society are provided. Staff communicate well with parents and seek advice from relevant professionals to ensure that children with additional needs make good progress in relation to their starting points. Children behave well in the setting and are regularly praised and encouraged to develop their confidence and self-esteem.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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