

Dappledown House Nursery

The Old School, Main Street, Honington, GRANTHAM, Lincolnshire, NG32 2PG

Inspection date	10/01/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
		2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make good progress with their learning and development because staff know how each child learns best and plans effectively around every child's individual needs.
- Children enjoy a positive balance of planned, adult-led activities and child-led play, which promotes their learning well.
- Children are happy and confident. They show security in their surroundings as they bond well with their key person.
- Children show an eager disposition towards learning because the new staff team are enthusiastic and highly motivated.

It is not yet outstanding because

- The outdoor area is not developed or resourced as well as possible to promote as much choice or challenge as possible for children.
- Partnerships are not yet in place with all practitioners who provide shared care for children to ensure continuity and consistency in children's learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed all children indoors and outdoors.
- The inspector and manager completed a joint observation of children undertaking a planned activity.
- The inspector spoke to parents, sampled documents and policies and procedures.

Inspector

Anne Barnsley

Full Report

Information about the setting

Dappledown Nursery was re-opened in 2012 under new owners but has been operating for 12 years. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a converted school house in the village of Honnington, near Grantham, Lincolnshire. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery opens each week from Monday to Friday. Sessions are from 7.30am until 6pm all year round with the exception of one week at Christmas and bank holidays. Children

are able to attend for a variety of sessions. The nursery provides places for babies, toddlers and pre-school children. There are currently 22 children on roll within this age group. It also provides an out of school club and also offers care to children aged over five years. The nursery provides funded early education for three- and four-year-olds. It is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications. There are additional supply staff employed to provide cover in the event of staff absence. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- establish partnerships with providers who provide shared care for children to ensure they receive consistency and continuity in their learning and development
- improve the outdoor area to provide children with greater levels of challenge by providing more choice and building on the existing resources to make them more interesting to children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in their learning and development because staff fully understand how young children learn best. They ensure that children are provided with a positive balance of child-led and adult-led learning that covers all areas of learning well. This is carefully monitored and enables staff to recognise children's individual interests and identify their individual needs, which they build on well through the planned activities they provide. Children are eager to learn because staff fully include them by either, involving them in helping to plan activities, or by preparing them well about what activity is going to take place that day. As a result, they are excited and motivated and bring their own ideas to the activity as they have time to consider these. An example of this is an interest that children voiced about aliens and space. In response the staff turned the role play area into a space rocket and planned stories, songs and craft activities that included aliens and flying saucers. This makes learning memorable to children as they develop their understanding through things that interest them at the time they develop the interest. It also helps children develop a strong sense of belonging in the nursery and trust in the

staff as they feel valued and know they are listened to.

Children communicate well and are articulate speakers. During a planned activity, three- and four-year-old children discuss the rules they have made and agreed to for the nursery and why these are important. They draw pictures of each rule to show what is meant by them. Children count well and are involved in many fun activities that encourage their understanding of early mathematical concepts. For example, being the special helper at snack time where they count out the number of children and plates needed as they help set out the table. Children enjoy sitting and listening to stories and joining in with songs, recalling key phrases from the story and knowing all the words and actions of the songs. They develop their understanding of letters and numerals well through good opportunities to look at books, as they practise their early writing skills and by using programmes on the computer. This prepares them well for their move to school in the future. Children enjoy learning outdoors in the garden and babies become excited when they use mobile sit and ride toys and pre-school children enjoy running around chasing bubbles they make. These activities promote children's health and physical development well as they get plenty of exercise and use all their muscles. The activities are also well chosen by staff to keep children warm as it is a very cold day. Children have resources available to them outdoors that cover all areas of learning, such as climbing apparatus, sand, water, bikes and ride on toys and a small growing area where they grow plants and some herbs. Other resources, such as books pencils, paints and crayons are brought out for children to use. However, the outdoor area is not yet fully established and does not provide children with as much challenge as it could. This is due to a lack of outdoor storage to enable greater choice and more stimulating growing, digging and exploration areas. In the short time since taking over the nursery, the new owner and staff have prioritised the development of the indoor environment and are now in discussion about doing likewise with the outdoor area, ready for the warmer weather.

Parents are fully encouraged to share information from home about their child's starting points and continuous development. Staff use this information well in conjunction with their ongoing observational assessments to identify children's progress across all areas of learning. Parents are kept well informed of their children's achievements through the use of a regular summary report. They have daily access to their child's learning journeys and regularly take these home to share with family members. Parents contribute to these with observations from home and by providing staff with details of any special events, visits or experiences their child may have had. Staff use this information well to build on children's experiences and to establish strong links for children between home and nursery.

The contribution of the early years provision to the well-being of children

Internal space and resources are organised very well to create a welcoming environment where children freely access a stimulating range of toys and resources. Babies have their own play area in which they can crawl and learn to walk in safety. This is equipped with cots so that it is a self-contained area where babies can sleep securely knowing that their key person is close to them. Children form very strong bonds with their key person and

this is particularly evident with the babies. They are supported well with leaving their parents for the first time and settling in a new environment. They quickly develop attachments to the attentive and caring staff and this is demonstrated as they confidently leave their key person to explore the toys on offer and then go back to their key person for cuddles.

As children grow or attend the nursery for longer they develop their confidence and become increasingly independent. They make their own friendships and it is particularly noticeable how all children refer to each other by name. This is a small nursery where children know each other well and learn how to play cooperatively by understanding what each other enjoys and that everyone is different. They learn to share and take turns and listen well to each other. Children behave well and fully understand why they make rules for the nursery and why it is important to follow these. In doing so they learn about safety and how to take care of their environment, their needs and the needs of others. This also contributes well to helping children prepare for their transition to school.

Staff gather comprehensive information on children's individual likes, dislikes and routines, which enables them to respect and cater for children's specific needs. The staff in the baby room continuously review and update each baby's routine chart as their needs change rapidly. This ensures that babies are well cared for and also that all staff can refer to the current routine and apply it in the event of staff absence. As children become more independent they are supported very well in learning how to take care of their own personal needs until they can do this for themselves. Children start to recognise when they need to use the toilet and know that it is important to wash their hands after doing so. They learn to dress themselves, for example, putting on their own coats and hats when it is time to go outdoors. Children learn to recognise when they need a tissue to wipe their nose, with staff then encouraging them to wash their hands to minimise the risk of the spread of infection. Children's awareness of developing a healthy lifestyle is also promoted well through the provision of healthy snacks and a hot main meal. Snacks and meals are freshly prepared and are balanced and nutritious. All children, including the babies, come together as a family for snacks and meals, which promotes their social learning and emotional well-being as they develop a strong sense of belonging and younger children learn from older peers.

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

This is a well-led and managed staff team who share the owner's vision and work very well together to provide the best care and learning they can for children. Since taking over the nursery the new owner and staff have reflected well on all aspects of the nursery, such as the environment, resources and equipment, policies and procedures and practice issues. A comprehensive evaluation and development plan has been put in place and a lot of hard work has achieved very positive results. Parents and children are involved in this process through the use of questionnaires and comments from parents are included in the development plan with proposals of the action intended. For example, a common theme is that parents would like to be involved in the nursery by visiting the children to share

information about the jobs they do. Staff are eager to set this in place as they have parents who are vets, pilots, and fire officers to name but a few, and they know that the children will find this very interesting.

Staff have good awareness of their roles and responsibilities and specialised staff are appropriately trained for their specific role, such as the special educational needs coordinator and the lead practitioner for child protection. The effective monitoring and evaluation of the provision, and opportunities for staff development, creates a solid, strong staff team who have diverse skills and knowledge, which they cascade and share well with other members of staff. They have regular meetings to share ideas and to discuss practice issues, which successfully promotes continuity throughout the nursery. This ensures that the educational programme is robustly monitored so that every child achieves to their full potential as consistent methods of observation and tracking are used. These clearly show how staff cover each area of learning and accurately assess children's progress against the development bands. All staff use the same process for identifying children's next steps in learning and each member of staff plans an individual programme of learning for every child in their key group.

Children's health and safety is promoted well because staff are knowledgeable about child protection procedures and the majority of staff hold current paediatric first aid certificates to maintain children's well-being. Risk assessments are robust and effective safety measures are in place and reviewed on a daily basis to ensure the continued safety of children. Children are further protected because the nursery implements stringent recruitment, vetting and induction procedures. As part of this process, candidates who have been short listed have to complete a working session as part of their interview process to establish how well they relate to the children and how well the children show they are secure with them.

Staff work very well in partnership with parents and carers to ensure children's individual care needs are met. Information is continually shared and exchanged about children's routines, activities and progress, which appropriately promotes an integrated approach to children's care and learning. Parents comment positively about the nursery, stating their children are very happy and enjoy attending. They are very happy with the learning and care the nursery provides and they find the staff approachable and feel fully involved in their child's learning. Children are well prepared for the next stage in their learning as staff attend transition meetings and work closely with the local schools. Children engage in many role play activities before moving on to school, such as becoming familiar with school uniforms and book bags and talking about what is going to happen. This eases the transition process when children move up to school as they know what to expect. Children from the three local schools attend the out of school club in the nursery. Staff collect the children and have positive relationships with the schools. One child also attends another setting, however, links have not yet been established with this setting to ensure that there is continuity of care and learning between the providers in order to maintain children's progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY450279
Local authority	Lincolnshire
Inspection number	811245
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	22
Name of provider	Pauline Morgan
Date of previous inspection	Not applicable
Telephone number	01400 250358

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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