

Little Dots Daycare

The College Building, Windrush Industrial Estate, Burford Road, Witney, Oxon, OX29 0RZ

Inspection date

Previous inspection date

13/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 enjoy good relationships in this welcoming and friendly environment. They settle quickly and are familiar with daily routines.
- Children engage well in their play activities and receive effective support from staff. As a result, they are making good progress in their social and physical skills and in their language development.
- The nursery establishes effective partnerships with parents. Some inspiring initiatives have a very positive impact on parents' involvement in their children's learning.

It is not yet outstanding because

- Staff do not make the best possible use of space in the baby room to provide a wider variety of resources and sensory materials at child height.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed play activities and care routines in the baby and toddler rooms and outdoors.
- The inspector held meetings with the management and talked to staff during the course of the inspection.
- The inspector completed a joint observation of the lunchtime routine with the manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector sampled documentation, including staff qualifications, suitability checks and children's development records.

Inspector

Gill Little

Full Report

Information about the setting

Little Dots Daycare Limited is a privately owned nursery that registered in 2012. It is situated in a converted house adjacent to a small industrial estate on the outskirts of Witney in Oxfordshire. The building provides a pre-school room on the ground floor with a

dining area and related facilities. The baby room and toddler room are located on the first floor with related facilities. An enclosed garden is available for outdoor play. The nursery is registered on the Early Years Register and is currently caring for 30 children under three years. Plans are in place to open the pre-school facility imminently. The nursery is registered on both the compulsory and voluntary parts of the Childcare Register although currently has no older children on roll. It operates on weekdays from 7.30am until 6.30pm all year, except for bank holidays and a week at Christmas. The nursery employs seven staff; three hold relevant qualifications at levels 2 and 3, and the manager holds a foundation degree in early years.

What the setting needs to do to improve further

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

- extend babies' interest in exploring their environment by presenting a wider variety of resources and sensory materials at child height.

Inspection judgements

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

Children engage well in their play activities and receive effective support from staff. Toddlers become engrossed in a painting activity and staff encourage them to think about the different colours and what may happen when they mix these together. This process successfully encourages toddlers to use their language skills to express their ideas and preferences. Staff plan stimulating activities to reflect children's interests and to help them learn about the world around them. For example, children enjoy a train ride between local stations and become involved in bird spotting in the garden, comparing what they find against photographs. Staff encourage early literacy and mathematical skills by sensitively incorporating number language and early writing into children's everyday play.

Babies show that they feel safe with their key persons nearby. They receive good support from staff who use 'baby signing' to aid communication successfully. This process enables babies to express their needs and to recognise words in familiar contexts. Babies enjoy exploring a suitable range of resources, such as mirrors, laminated photos, books, bead toys and a tray of sand. Staff rotate toys regularly to maintain interest but do make the best use of space to provide a more extensive variety of resources and sensory materials at child height. This reduces opportunities for babies to independently explore a wider range of textures.

All children enjoy daily outdoor play. Babies enjoy local walks in their buggies or exploring the garden in all-in-one weather suits, which provides good opportunities for fresh air and exercise all year. Toddlers play a game of 'hide and seek' with enthusiasm, showing that they can run confidently and play sociably. They enjoy playing 'throwing and catching' games with staff, which helps to promote their coordination and muscle development effectively.

Staff work well with parents to find out about children's interests, routines and capabilities when they first attend the nursery. Staff make regular observations and summaries of children's progress, clearly sharing this information with parents. Staff identify the next steps in development for individual children, ensuring that parents are fully aware of these, and carefully use this information in their future planning. As a result, all children are making good progress in their social and physical skills and in their language development.

The nursery establishes effective partnerships with parents. Some inspiring initiatives have a very positive impact on parents' involvement in their children's learning. For example, a monthly evening 'stay and play' session is proving to be very popular as it fits in with parents' working hours. Parents are able to discuss their children's progress informally with their key person and find out more about the activities their children enjoy at the nursery.

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

Staff create a welcoming and friendly environment, greeting parents and children warmly on arrival and showing a genuine interest in their well-being. They offer a sensitive and gradual settling in process so that new children and their parents feel reassured and comfortable in the nursery. This approach enables children to settle quickly and to develop good relationships with their key person, other staff and their friends. Staff are planning to use a similar approach to support children and parents in forthcoming room transitions. Children learn about nursery routines rapidly with even the youngest children showing familiarity with routines for hand washing and snack time. Staff actively support children's growing independence, such as encouraging toddlers to tidy away dishes and cutlery after eating. They act as positive role models, helping children to behave well and reminding them about good manners, such as saying 'please and thank you'. As a result of all these processes, children become confident in the nursery environment and are keen to learn.

Staff actively support children's early understanding of a safe and healthy lifestyle. They promote safety well as they supervise and support children closely during daily routines, such as coming down the stairs. They help children to adopt a positive approach to a healthy diet, encouraging them to eat fruit and vegetables and ensuring that mealtimes are sociable occasions.

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

The nursery management team demonstrates a high regard to meeting the legal requirements of the Early Years Foundation Stage. There is a strong focus on keeping children safe. The nursery building is secure, well maintained and welcoming. Staff supervise children closely, carry out daily safety checks and review risk assessments regularly to reduce the risk of accidents. Robust recruitment procedures assess the suitability of staff effectively and include appropriate background checks. Staff understand their responsibilities regarding safeguarding procedures, such as recognising possible symptoms of children at risk. The manager reviews these procedures routinely during staff meetings and organises appropriate training so that staff know what to do if they have concerns.

The manager effectively monitors the educational programmes and the consistency of assessment procedures for individual children. She engages in lots of discussion with staff to promote a consistent approach. She carries out observations of individual staff members to identify strengths and weaknesses, which she then discusses with staff to improve practice further. She checks all children's development records regularly, signing off reviews of their progress and their next steps in learning. This approach ensures that all children receive an enjoyable learning experience tailored to their individual needs.

The nursery provides good support for all staff, including the manager, to develop their professional knowledge and to pursue further qualifications as necessary. A rigorous induction procedure ensures that new staff become familiar with their roles, responsibilities and the nursery's policies and procedures.

The management team actively encourages feedback from staff, parents and children to inform the self-evaluation process. There are several plans in place to drive forward improvement to enhance outcomes for children, such as extending resources in the garden and organising more outings in the local community.

Staff have good partnerships in place with parents who comment very favourably on the nursery. Parents state that staff are very welcoming, easy to talk to and that their children settle quickly and enjoy attending. The nursery is proactive in developing links with other early years settings that children attend, such as local childminders. Staff encourage a consistent approach, such as sharing daily diaries, so that everyone involved in caring for children receives the same information. They are beginning to develop links with local schools in preparation for supporting future pre-school children in their transitions. These processes demonstrate that the nursery is able to build positive partnerships to enhance children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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	EY443584
Local authority	Oxfordshire

Inspection number	810625
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	39
Number of children on roll	30
Name of provider	Little Dots Daycare Limited
Date of previous inspection	Not applicable
Telephone number	01865395002

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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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