

Dolphins Day Nursery

73 Chesswood Road, Worthing, West Sussex, BN11 2AB

Inspection date	18/03/2013
Previous inspection date	30/06/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and content, and develop appropriate independence skills.
- Staff build warm and affectionate relationships with children and have a sound awareness of how children are making progress towards the early learning goals.
- Staff place a strong emphasis on safeguarding children. They maintain a safe environment and supervise children closely.
- Children's individual care needs are well met, due to positive and constructive relationships with parents and carers.

It is not yet good because

- Observations and assessments are not effectively used to plan challenging next steps for each child, particularly in relation to their communication and language, and mathematics development.
- Systems to monitor and improve the effectiveness of teaching have not yet been introduced.
- Self-evaluation is not yet rigorous enough and does not involve all staff, parents and children.
- There are missed opportunities to develop children's understanding about healthy lifestyles.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the baby room and the pre-school rooms.
- The inspector spoke with staff at appropriate times throughout the day.
- The inspector had meetings with the Deputy Manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector examined a selection of policies and children's records.

Inspector

Helen Edwards

Full Report

Information about the setting

Dolphins Day Nursery is privately owned. It registered in 1987 and it operates from a large, semi-detached property in Worthing, West Sussex. All children share access to a secure, enclosed, outdoor play area. There are currently 54 children on roll aged between six weeks and five years. The nursery opens Monday to Friday from 7.30am to 6pm all year round, excluding bank holidays. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early education to children aged three and four years. The nursery employs 13 staff, 10 of whom, including the manager, hold appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use assessments of children's learning to plan suitably challenging activities for all children in communication and language, and mathematics.
- monitor the effectiveness of teaching to ensure that all staff engage children in well-planned, stimulating activities.
- improve staff supervision to provide support, coaching and training for the practitioner and promote the interests of children; enable parents to contribute to self-evaluation and foster a culture of mutual support, teamwork and continuous improvement.

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

- promote children's health awareness by talking with them about the benefits of healthy eating and regular exercise.

Inspection judgements

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

Staff have an appropriate understanding of the learning and development requirements of the Early Years Foundation Stage. They observe and assess children's progress and create individual learning journeys that document children's activities. This information helps staff to plan for each child's next steps in learning. However, planned activities are not always sufficiently challenging and stimulating for all children.

Staff supervise the children well and show an interest in what they do and say. However, staff do not consistently engage children in purposeful conversation to extend their learning. For example, during snack and lunch times, staff do not use this time to talk about healthy foods. During activities involving building with cardboard boxes or playing with foam and small world toys staff do not always encourage children to extend their play through discussion.

Children benefit from a range of activities that help them develop skills for the future, such as sharing books with staff, using computer programs and learning about the natural world. Children conduct experiments about the best environment for growing plants. They have created a book describing what happens when they place sticks of celery in coloured water. They are actively involved in an 'eco project', learning about recycling and saving resources. Circle time provides opportunities for all children to share news from home. This encourages them to take turns and listen carefully to each other, and to develop confidence in talking in a group. However, staff do not take every opportunity to extend learning for older children as they play independently. For example, by introducing new words to extend their vocabulary, or by asking open-ended questions to develop their thinking and reasoning skills.

Children in the baby room enjoy exploring their environment and have opportunities to practise their early physical skills. They walk around the room and enjoy playing with toys that encourage investigative skills, by pushing buttons and turning knobs. Staff are sensitive to babies' needs, quickly identifying when they need their bottles or need to rest. They count with the babies, read stories and sing to them, introducing new vocabulary, for example, 'shark' and 'gorilla'. As a result, babies are happy and engaged and make progress.

Timely interventions help children who need additional support and this means that gaps in children's learning and development are reduced. Staff support children's learning working closely with parents and carers and liaising with outside agencies. Systems to assess children's starting points on entry and as they move up through the nursery are sound. Staff and parents share information about children's learning and development through daily discussion, daily diaries and regular meetings.

Children benefit from a satisfactory range of resources that support their learning across most areas. However, although children count through simple rhymes, there are fewer resources to help them learn about number, shape, space and measures.

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

A positive key person system supports children to form secure emotional attachments with the kind and caring staff. Babies enter the nursery happily and settle quickly. They enjoy exploring their environment in the knowledge that familiar adults are close by. All children are cared for by staff who have a clear knowledge of their individual likes, and welfare needs. Children behave well and share the toys and resources fairly. Staff are good role models; they use polite and courteous language and celebrate children's achievements on the 'Wow' board. This builds children's self-confidence and self-esteem.

The nursery is comfortable and has ample space for children to move around in safety and fully explore the resources. Staff promote children's physical development by providing outdoor toys and equipment for them to access independently. Older children are learning to manage their personal needs. They wash their hands, dispose of tissues appropriately after blowing noses, and fetch their outdoor clothes prior to going into the garden. They are developing an awareness of healthy lifestyles as they enjoy healthy meals and snacks. Children chat to staff and to each other during relaxed lunch sessions. However, staff do use this opportunity to extend their learning, by helping children to understand the benefits of healthy foods and exercise on their bodies. The move from home into the nursery is well-managed through a gradual settling-in process and through appropriate communication between staff and parents.

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

The development plan in place from the local authority means that training is available to staff to help them develop their knowledge of the learning and development requirements. Staff are encouraged to attend regular training and all staff benefit from in-house training on observing and supporting each other through peer observation. However, self-evaluation of the provision does not always identify areas for development. Consequently, management and staff are not able to improve the overall quality of the setting themselves and focus on raising the levels of children's achievements. In addition, there is limited opportunity for staff to attend supervision meetings to receive coaching and support from the management team.

The management team demonstrate a suitable understanding of issues relating to safeguarding. They follow suitable recruitment and vetting procedures. They understand their responsibilities in relation to child protection and handle any parental complaints appropriately. Staff understand what to do if they have concerns about a child and all staff have attended recent safeguarding training. All of the legally required documents, policies and procedures are in place, which support the efficient running of the provision.

Staff monitor the progress of their key children and work closely with parents and outside agencies to provide support for children with additional needs. However, the educational programmes are not adequately monitored to ensure all children take part in interesting activities that sufficiently challenge and stimulate their learning.

Relationships with parents are secure and parents speak positively about the service,

saying 'This is the best place for my child' and 'My children are very happy here'. Children who speak English as an additional language are well supported and parents are pleased with their children's progress. Children are generally well prepared for their move to school. The nursery has established some positive links with the local schools and children are able to meet their future teacher before starting school.

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 action. 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	113462
Local authority	West Sussex
Inspection number	908902
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	54
Number of children on roll	54
Name of provider	Nicole Mendes
Date of previous inspection	30/06/2010
Telephone number	01903 537755

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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, which are usually the childminder's 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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