

Dolphin Nursery

Dolphin Nursery, Wokingham Road, BRACKNELL, Berkshire, RG42 1PN

Inspection date	17/04/2013
Previous inspection date	19/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff have made many improvements since their last Inspection. Strong leadership and reflective practice have resulted in children making good progress.
- Children are happy and confident. An effective key person system ensures very close relationships are formed between adults and children.
- Parents speak highly of the nursery and feel that their children are fully supported by the staff.
- Children are developing strong early literacy skills and experience many opportunities to enjoy stories and books in comfortable cosy areas.

It is not yet outstanding because

- Adults do not consistently seize opportunities to extend children's speech and language skills through the use of more open ended questions.

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

Inspection activities

- The Inspector observed children's play and staff interaction, indoors and outside.
- The Inspector, manager and deputy undertook a joint observation of an adult-led activity.
- The Inspector talked with available staff and parents and held discussions with the manager and deputy.
- The Inspector examined documentation including a representative sample of children's learning stories, planning, risk assessments, policies and staff suitability records.
- The inspector gave feedback to the manager, deputy, regional manager and area manager.

Inspector
Sue Skinner

Full Report

Information about the setting

Dolphin Nursery Bracknell registered under Bright Horizons in June 2012. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is located close to the town centre of Bracknell and operates from two adjacent houses. Children have access to outdoor play areas. Children attend from the local surrounding areas. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery opens five days a week throughout the year. Sessions run from 8am until 6pm with an early drop off at 7.30am and a late pick up at 6.30pm. There are currently 110 children on roll. Children attend for a variety of sessions. A total of 26 staff are employed of which 22 hold an appropriate early years qualification with the remaining four working towards a qualification.

What the setting needs to do to improve further

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

- develop opportunities to extend children's speech and language development by asking children open-ended questions that require more than a single word answer.

Inspection judgements

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

Staff demonstrate that they are knowledgeable about how children learn. They observe children very closely and use their observations well to plan appropriate next steps, enabling children to make good progress in their learning. Planning is personalised for individual children and staff share this information with parents to involve them in their children's development. Parents are encouraged to contribute observations from home to provide the nursery with information about children's achievements. One parent commented that she had a strong feeling that staff at the nursery were really 'interested' in her child. The management have recently introduced 'learning stories' to record information and this enables them to track children's progress over time. Staff reference their observations to the Development Matters in the Early Years Foundation Stage guidance to make accurate judgements about children's development.

The learning environment has been carefully planned to cover all areas of learning. The rooms at the nursery are equipped with a good variety of resources, which provide a range of interesting choices for children. All rooms are clean, attractive and inviting to children; staff value children's creations such as their ice paintings, by carefully displaying

their work promoting children's positive self-esteem. The emphasis is very much on children being able to access their own resources, which are positioned at a good height. As a result children are able to select what they want to play with independently. Children go to cupboards and choose jigsaws and crayons and toddlers select toys to play in the sand tray, for example. There are good opportunities for children to play and learn both inside and outside during the day. Children enjoy learning about the world from first hand experiences as they grow plants and care for Eddie their pet hamster. Staff provide children with the opportunity to create and explore as they make marks in 'gloop' and paint outside, experimenting with symmetrical patterns. The youngest children learn in an environment with an emphasis on sensory experiences. For example, they watch changing coloured lights and feel different textures and materials. In order to help to make children feel secure, staff have worked with parents to gather photos of children's families so they can see familiar faces. These provide stimuli for interactions as well as being a comfort to young children as they are positioned on the floor where babies lay and crawl.

Staff provide children with many good opportunities to develop early literacy skills particularly in reading. All rooms have inviting book areas and there is a strong culture of enjoying stories. Adults invest time in sharing books informally with individual children. After waking up from a nap the youngest children cuddle up to their key person to hear a familiar story and are comforted during this transition period. In the toddler room a member of staff fully engages children with her expressive voices as she reads them a story, older children gather information from fiction books about the planets and discuss what they have found out. Staff have recently introduced an early book scheme which encourages children to take books home to share with parents to extend their learning to the home environment. Staff interact positively with the children and support their play in meaningful ways. For example, staff play alongside children who are exploring a farm set and talk to children over lunch discussing food preferences. On occasion, not all adults consistently seize opportunities to extend children's speech and language skills as some questions asked only require a one word answer.

Children benefit from regular opportunities for outside learning. Most rooms have designated outside spaces, which enable children to play outside whenever they want to. The outside spaces provide children with opportunities to learn from a wide range of experiences. For example, they practice developing their early writing skills as they make marks with chalks, pens and crayons and they use bug boxes and magnifying glasses to search for insects. A large outside covered area provides children with opportunities to be physical as they run, play hide-and-seek and work together with a parachute enjoying seeing how high they can lift it up. The further development of the outside to include wider choices for physical activity is an area that the nursery has accurately identified as a priority for future improvement.

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

Children and staff develop close and warm relationships, which results in children feeling secure and settled. A strong key person system ensures children grow in confidence as familiar adults care for them. Staff know children very well and are able to talk at length

about the uniqueness of the children in their key groups, giving precise details about ages of children, sleeping and eating preferences, their interests and children's wider families. This helps them to fully meet children's individual needs. Each child's key person carries out children's intimate care routines, such as nappy changing, to provide continuity of care and to help the child feel secure. Adults are aware of children who are learning English as an additional language. They have made individual resources such as picture books with key vocabulary in children's home languages to value and include children from all backgrounds.

Children are learning about a healthy lifestyle as they are encouraged to eat balanced meals and snacks and are taught to manage their own personal hygiene effectively. Children enjoy a nutritious lunch and older children learn to eat independently as they serve themselves using child-sized utensils. Staff sit with children during meals times to support and encourage their achievements. Older children learn about the importance of dental hygiene as they clean their teeth after meals; staff supervise to ensure that thorough hygiene standards are maintained during these times. Most children take part in 'Foody Friday' with the nursery chef where they learn about cooking first hand.

Children in the nursery are well behaved and there is a calm, purposeful atmosphere. Staff present positive role models to children and genuinely appear happy, smiling as they play and interact in a variety of situations; this has resulted in a healthy emotional environment, which is essential for children's all round development. Whilst feeding a baby a member of staff was focussing totally on the child interacting playfully, smiling and gesturing encouraging the baby to respond with smiles and actions. Staff are very loving and warm with children and comfort them with hugs and attention when they fall over or are upset. Staff talk with knowledge about key children who have additional needs. Staff fully support children with special educational needs and routinely implement activities that have been identified by relevant professionals to enable children to progress fully.

Staff are proactive in helping older children to prepare for school by encouraging them to put on their own shoes and change their clothes when they play outside. Children learn about fire safety as they participate in regular fire drills. Staff teach older children to think about their own safety as they encourage them to carry out their own risk assessments for the outside play area, assessing and recording potential dangers.

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

The provider, managers and staff have a clear understanding of their responsibilities regarding the safeguarding and welfare requirements. Staff are vigilant and give children's safety a high priority; particularly regarding children's welfare. For example, robust systems are in place to check staff's suitability to work with children. There are a good range of policies, procedures and documentation to enable staff to meet the requirements of the Statutory Framework of the Early Years Foundation Stage. Risk assessments are regularly reviewed to ensure that they are effective. For example, following an accident, a review was carried out to minimise risks the way in which children and adults use the

stairs.

The management team at the nursery are professional and dedicated. They ensure that they take turns to spend time in all rooms monitoring the educational provision and the practice. They are aware of areas of strength and have identified specific areas such as planning, to develop in the future. The manager and staff are knowledgeable about all aspects of the Early Years Foundation Stage. Rigorous monitoring systems are in place to make sure all children are making good progress in their learning and development.

Partnerships with parents are well established. The regular and effective flow of communication ensures that parents are happy with the information they receive. Parent consultation sessions, where information is shared about children's progress, are held on a regular basis. Parents contribute to the process of assessment and learning through imaginative ways. They are asked to answer weekly yes/no questions by putting a marble in a jar and staff measure levels of responses. They are also asked to write observations that feed into children's 'learning stories'. Parents comment on the 'professional feel' of the nursery. They also appreciate the fact that the planning and the 'learning stories' are always available to read. Managers also work effectively in partnership with advisors from the local authority and other professionals. As part of their continual development, staff attend training and visit other nurseries to extend and build upon their repertoire of ideas.

The managers and staff have contributed to the writing of a very thorough self-evaluation report which comprehensively reflects on the current state of the nursery, as well as evidencing changes that have been made.

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 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	EY385381
Local authority	Bracknell Forest
Inspection number	844567
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	96
Number of children on roll	110
Name of provider	Casterbridge Nurseries Ltd
Date of previous inspection	19/03/2009
Telephone number	01344 301 316

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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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