

Doves Day Nursery

1 Stoke Road, Gosport, Hampshire, PO12 1LT

Inspection date	02/04/2013
Previous inspection date	26/01/2010

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

- Children benefit from the warm, friendly setting, where they are valued and included to ensure none are disadvantaged.
- Children feel safe and secure in the nursery and procedures for safeguarding are robust.
- The very good partnership between the pre-school and parents ensures key information is shared to support children's achievements.
- Children of all ages enjoy their time at the nursery and are happy and confident.
- Staff provide an environment that provides children with opportunities to choose their play materials and follow their individual learning styles.

It is not yet outstanding because

- The nursery does not always make good use of both planned and unplanned opportunities to enhance and extend children's language skills.
- The educational programme ensures children are making good progress; however there are limited opportunities for children to access resources for technology.

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.

Inspection activities

- The inspector discussed the format of the inspection on arrival.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector observed activities in the indoor and the outside learning environment.

Inspector

Alison Large

Full Report

Information about the setting

Doves Day Nursery registered 1996 and is privately owned. The nursery is situated in the Gosport area of Hampshire. The nursery operates from various rooms on the ground floor and the first floor of a converted building. Children have access to a secure outside play area. The nursery is open from 7.00am to 6.00pm for five days a week for the whole year, with the exception of bank holidays. Children are able to attend for a variety of sessions or full day care. The nursery is registered on the Early Years Register.

There are currently 73 children in the early years age group on roll. The setting receives funding for free early education for two, three and four year olds. The nursery is able to support children with special educational needs and/or disabilities, and children learning English as an additional language. There are 12 members of staff employed to work with the children, including the owner who holds Early Years Professional Status (EYPS). All other staff hold relevant level three qualifications or higher.

What the setting needs to do to improve further

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

- improve opportunities for children to build their vocabulary by extending the range of their experiences and provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms
- incorporate technology resources that children recognise into their play, such as a camera and phones, and provide a range of programmable toys as well as equipment involving ICT.

Inspection judgements

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

Children enjoy their time at the nursery. The staff create an environment where the atmosphere is positive and encouraging. Children take pleasure in their learning and achieve well in relation to their starting points. Staff offer the children an educational programme that includes interesting and challenging experiences across the different areas of learning. However, at present, children have limited access to technology resources in their play and also equipment involving ICT. Staff record observations of children's progress and use them well to identify each child's learning needs. Tracking sheets used show the progress each child makes and how their next learning steps are

identified. Staff monitor the planning of adult-led activities, and this ensures they are meeting children's individual learning needs.

Children's mathematical skills are developing well. Children talk about shape and size when cutting out or playing with the dough. They sing various number rhymes. Children are learning to count confidently during their play. Some children become aware that written words have meaning as adults sit and read books with them following the words and children are given opportunities to recognise their written names. They are developing their communication skills and chat happily to both one another and to adults. However, staff do not take every opportunity to help children develop good speech and language skills. They miss opportunities to reinforce words with the children or provide alternative words to extend the children's vocabulary. Babies have opportunities to explore resources with their senses. They touch and handle resources to discover how things make a variety of noises and have different textures. Staff support children well so that they are able to climb and practise a range of movements in safety. Some adults are good at getting down to the children's height when talking to them. They gain eye contact with the children before talking and encourage children to listen to conversations. This approach contributes to the building of good relationships and listening skills, helping children to prepare for school.

Staff foster children's opportunities to be outside, developing physical skills through regular use of the nursery outside play area. During creative play, they are able to experiment with the texture of dough and enjoy painting and gluing activities. Staff promote children's independence; they are developing skills such as putting on their own coats and pouring their own drinks, or helping to tidy up. The nursery has implemented the required progress check for two-year-olds. Staff keep parents well informed about the life of the nursery via the notice boards, daily diary sheets for each child and through daily chats to staff. They state they have seen their children make good progress while at the setting.

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

Children are secure and happy in a welcoming environment that offers a wide variety of resources and play opportunities. The nursery has an effective key person system in place to help children settle and form secure emotional attachments. Staff discuss babies routines with parents when the child starts and at regular intervals, and ensure their wishes are met. Children receive good levels of support, and as they progress into the older age group, they become confident in their daily routines. The nursery is organised to provide a varied learning environment with access to resourced areas that children can explore freely.

Staff are good role models. Good supervision of the children and effective behaviour management systems ensure children learn right from wrong. Children behave well and form positive relationships with each other and staff. They learn to share and take turns, and staff calmly support them in learning how to keep themselves safe, reinforcing that children should not run indoors and explaining that they can run outdoors. Children are

learning to take responsibility for their own personal needs through the everyday routines. They know to wash their hands following a visit to the toilet or before eating. They are able to access drinking water throughout the day so they don't feel thirsty. Systems are in place to inform staff of any health or dietary issues the children may have, and staff have thorough records of accidents and medication administered. The nursery provides a good variety of healthy and nutritious meals and snacks, cooked on the premises, and children benefit from the carefully balanced menu offered. Children enjoy fresh air and exercise daily as they use the outdoor area throughout the session, all year round. Staff support the children as they progress from the baby room to the older age groups in the nursery, and good preparation and support is given to the older children as they get ready to move on to school.

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

The nursery has a clear understanding of their responsibilities in delivering the learning and development and welfare requirements. Staff safeguard children well because the nursery prioritises safety in all aspects. The owner and manager ensure that staff are appropriately qualified. Relevant checks carried out ensure all adults working with children are suitable to do so. Staff have attended safeguarding training and are aware of the procedures for dealing with child protection concerns. They ensure access to the premises is secure and that all staff, children and visitors sign in when inside the nursery. Children benefit from an inclusive environment and learn about valuing each other's differences; the setting promotes equality and diversity well.

Systems for self-evaluation, monitoring and evaluating the setting's practice are in place and are regularly updated to ensure continual improvement takes place. For example, the recommendations made at the last inspection have all been met, and the setting has changed the observation and assessment systems to clearly track each child's progress in the different areas of learning. Regular staff meetings ensure that shared information is included in the decision making, which enhances their practice and has a positive impact on the children. A comprehensive range of policies and procedures are in place covering all areas of the provision.

The nursery works very well with parents. Very good systems are in place within each room to ensure parents receive important information about their child's day and the progress they are making at the nursery. Staff inform all parents about daily routines and the activities their children have taken part in, through the daily information sheets used for each child. Parents report they are very happy with the care offered to their children, and they feel that staff are friendly, approachable and supportive. They express confidence in the standard of care, communication and their children's preparation for the future. Information displayed around the setting ensures parents and children can feel a good sense of belonging. Systems are in place to liaise with other early years settings the children may attend, which enables staff to share information about their learning and development.

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	110125
Local authority	Hampshire
Inspection number	909065
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54
Number of children on roll	73
Name of provider	Caroline Walsh
Date of previous inspection	26/01/2010
Telephone number	023 92425281

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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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