

DND Childcare Ltd Nursery

Unit 11, Beech Avenue, Taverham, NORWICH, NR8 6HW

Inspection date

24/07/2013

Previous inspection date

17/03/2010

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

- The educational programme of activities provides challenge for all children as their learning needs are identified and included in the planning each week.
- All staff are highly committed to reviewing practice through the ongoing action plan in place; swift action is taken on areas identified for improvement so outcomes for children remain positive.
- Staff are good role models. They are deployed well, use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour.
- Supervision of children is a high priority and staff ensure that children's health and well-being is effectively promoted.

It is not yet outstanding because

- Opportunities for children to explore and operate information and communication technology equipment, such as torches or calculators, and to use other resources, for instance digital cameras is limited.

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 activities in both playrooms and the outside play area.
- The inspector looked at a range of records, policies and procedures, and children's learning story progress records.
- The inspector spoke to the owner, manager, staff and children at appropriate intervals during the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector took into account the views of several parents spoken to during the inspection.

Inspector

Debbie Kerry

Full Report

Information about the setting

DND Childcare Ltd was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and operates from a unit on a small industrial estate in Taverham in Norfolk. Children have access to an enclosed, outdoor area. The nursery provides care for children from the village and the surrounding area.

The setting is open each weekday from 7am until 6.30pm. There are currently 50 children attending who are within the early years age group. The setting provides funded early education for three- and four-year-old children. It is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 14 members of child care staff, Of these, 12 hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- provide more opportunities for children to explore and operate information and communication technology equipment, such as torches or calculators, and to use other resources, for instance digital cameras.

Inspection judgements

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

Staff ensure that the educational programme of activities provides challenge for all children as their needs are identified and planned for each week. Staff know where children are in their learning as they are closely tracked, through linking children's achievements to the development scales to monitor their progress. The observations and assessments are used to effectively record children's progress. There is a broad range of resources and activities provided for children, and the planned educational programme includes all seven areas of learning and a separate sheet identifies what children's next steps are so they are included in the planning. This also ensures that all staff are able to support and promote their ongoing learning when undertaking activities with children. However, resources to help develop children's understanding around information technology are not always readily available.

Children choose what they would like to play with and decide when to have their snack or

play outdoors. Children are establishing friendships and play imaginative games in pairs. They chat freely during their play, talking about what they are doing and sharing ideas. The nursery provides a colourful environment where all children are able to explore the range of resources in their play which helps them learn new skills. Staff have a good knowledge of how children learn and this enables them to provide a range of interesting experiences to help children to make good progress in their learning. Children are free to make independent choices in their play and this promotes their physical development, well. For example, children run, ride, climb and crawl outside; they also march and move to sounds they make when playing musical instruments.

Staff complete the progress checks for children aged two as soon as they have settled into the routines of the room for older children. This ensures that any concerns about young children's learning and development around the prime areas of learning can be identified, and the appropriate support put in place if needed. Children choose books to look at and staff use the opportunity to read them stories to develop their interest in literacy. Staff engage a large group of children outside in a 'bear hunt' as they act out the story. They use words like 'swish, splash and splodge' as they make their way through the different parts of the story to the 'bear's cave'. Children repeat words the staff say which supports their speech and language development; they also make suggestions and decide to use the play tunnel as the 'cave' taking turns to crawl through, demonstrating their thinking and good listening skills as they enjoy the staff's good quality interaction and teaching experience.

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

There are effective settling in procedures to support children's emotional needs when they first start at the nursery and when they are ready to transfer to the next room. This helps children feel secure, happy and settled during times of change. When children start, they are allocated a key person so they can develop a close bond to help them settle. Procedures to establish children's developmental starting points are in place as staff ask parents to complete an information profile about their child when they first enter the nursery. This enables staff to plan focused learning activities for each child. Staff have established clear links with local schools in the area and provide support for children when they transfer into full time education. Staff encourage children to be active learners and develop the skills they need to prepare them for starting school.

Children are prepared before going outside to play as staff ensure that each child has sun cream applied and that they are wearing a hat to protect them from the sun. The garden provides a lot of natural shade due to the layout of the trees and the lawn has recently been re-laid which enables babies to explore outside when crawling so they can feel the soft grass. Children use the outside area and have regular access to fresh air and a range of resources and equipment to develop their strength and promote their good health. Children can make choices about when they eat snack, once they have washed their hands, they sit down, serve themselves food from a selection and pour their own drinks. When finished, they clear away their own cups and plates. Children are provided with a range of fresh fruit and vegetables for snacks and meals that promote their health. The

nursery employs a cook who prepares the snacks and meals for children and ensures that their individual dietary needs are fully met. Staff ensure that all children's health and medical needs are fully supported through the range of clear policies and procedures that are in place. Staff complete record sheets for all accidents which occur, parental signatures are obtained to reflect that they are informed so that any appropriate action can be taken if needed.

Children are developing their independence as some are able to put their shoes on before going outside. Inside, children know to use their 'walking feet' and not run, becoming aware of the safety aspects of the indoor space. Their independence is further promoted as they are provided with a step to reach the sink when washing their hands and this helps them to learn about developing good personal hygiene routines to promote their health. Staff are good role models for children as they encourage them to say 'please' and 'thank you'; children take turns and share resources willingly with each other, showing that they know how to behave well. Children are confident in demonstrating their abilities as they help to tidy resources away and staff give them praise for their efforts, and cheer and clap their hands. Children are provided with a range of resources to help them learn about diversity and the beliefs of others. They also take part in a range of activities about other cultural celebrations.

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

The management team regularly review their practice and have an ongoing action plan that is up-dated when any areas for development are noted. As a result swift action is taken to make changes that benefit children's ongoing welfare and learning. For example, they have put in place a written policy on the weather to ensure that children's well-being is fully supported when using the outside play area in hot weather. They have also increased the frequency with which sleeping babies are checked on by staff. Any changes to staff practice are cascaded down to all staff to ensure that children's well-being is consistently supported. The deployment of staff ensures that children are supervised at all times and the adult to child ratios are met consistently. Staff are fully supported with their professional development and training and annual appraisals are completed to ensure that practice continues to provide positive outcomes for children. Staff have a good understanding of how children learn and provide an educational programme of activities to support their learning.

Children's welfare is effectively supported as all staff have a thorough knowledge of the nursery's safeguarding children procedures. Staff are fully aware of the signs and steps to take should they have any concerns about the welfare of a child. The nursery's policies show clear procedures and include local contact numbers which are readily available to staff. The nursery has effective written risk assessments that have been completed for all areas, equipment and activities within the nursery to ensure that children are effectively protected from any potential dangers. The staff also undertake daily checks on all areas to reflect that children's safety is a high priority. The emergency evacuation of the premises is practiced on a regular basis. This ensures that children's safety is a high priority.

Parents are pleased with the information they receive about the nursery and they provide staff with information on their child's well-being and learning. They have regular feedback and exchange information with their child's key person. Parents become involved with supporting their child's early education through 'take home Ted' and they write about the experiences that he takes part in with their children. The nursery sends out annual questionnaires to parents to obtain their input on the nurseries practice. This information is collated and what has been done is shared with them, to reflect that parents input is acknowledged and valued.

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 | EY396172 |
| Local authority | Norfolk |
| Inspection number | 928244 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 26 |
| Number of children on roll | 50 |
| Name of provider | DND Childcare Ltd |
| Date of previous inspection | 17/03/2010 |
| Telephone number | 01603 864 411 |

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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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