

Dobwalls Nursery

Duloe Road, Dobwalls, Liskeard , Cornwall, PL14 4LU

Inspection date

Previous inspection date

02/12/2013

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

- Relationships between staff and children are close, supportive and encourage children to develop into confident young people.
- Partnerships with parents are strong. They are involved in their children's learning and the setting.
- Children are able to learn outside frequently and benefit from this opportunity.
- Staff use praise and encouragement to positively support children's learning and development.
- Staff have a clear knowledge and understanding of how children learn and how to support their individual development.

It is not yet outstanding because

- Staff do not always use open-ended questioning to extend children's learning and thinking skills.
- Children do not always have opportunities to learn to pour their own drinks at meal times to fully develop their independence.

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 throughout the nursery and in the garden.
- The inspector interviewed the manager.
- The inspector took part in a joint observation with the manager.
- The inspector reviewed a range of documents and policies, including children's observation and assessment records and policies.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Katherine Lamb

Full report

Information about the setting

Dobwalls Nursery and Fun Club re-registered in 2013 due to a change in management. It is privately run and operates from a purpose built unit in the grounds of Dobwalls County Primary School. There is an enclosed outdoor play area and children also use the school field and playground. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Nursery care is available for children aged from birth and within the early years age range. Funding is available for free early education for children aged two, three and four years. The nursery is open each weekday from 8am until 6pm, for 50 weeks of the year. The Fun Club offers care to children aged from three years to 11 years. This provides a breakfast club, after school and holiday care. The nursery employs 11 staff to work with the children, nine of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- improve staff questioning techniques, so that these extend children's learning further by prompting them to think, for example by asking 'I wonder what would happen if'

- develop children's independence at mealtimes so that they are ready for the next stage in their learning.

Inspection judgements

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

The nursery provision meets the needs of all children well. Children and staff understand the nursery routine and how sessions run. Staff show close, warm relationships with children and they know the children well. There are good teaching techniques used by most staff. This has a positive impact on children's learning and development meaning that children make good progress from their starting points on entry to the nursery. Staff actively help children to gain the skills they need for the next stage of their development and school.

Staff sit with children and talk to them about what they are doing. However, staff do not always use effective questioning techniques with children to extend their learning further and extend their thinking skills. Children are very confident communicators; they constantly talk to their friends and engage in regular conversations with adults. Children and staff use imaginative play particularly well and staff are quick to follow children's

leads. For example, a small group of children are role playing superheroes and staff allow them to make up their own games and only join in when invited by the children. Staff then extend this game as they suggest that a den is built to hide in and provide resources so that they can do so. Children of all ages enjoy their time in the garden together and appreciate being able to access it for most of the day. This is particularly beneficial for those who learn better outdoors. Babies and older children are able to explore activities with staff supporting their individual needs. For example, young children investigate a tray of sand. They watch avidly to see what happens to the consistency when water is added. This helps children learn that they can influence how things change. They also learn that the marks they make have meaning as they write Christmas cards to their families.

Staff encourage parents to share useful information about their child when they start at the nursery and throughout their time there. Parents have ready access to records detailing children's 'learning journeys', which they can view at any time to keep up to date on their children's progress. Ongoing assessment of children's progress helps the managers and staff to identify any gaps in achievement. Regular review meetings and discussions with children's key persons provide good opportunities for parents to take an active role in their child's learning. Appropriate arrangements are in place to complete progress checks for children aged two years.

The nursery is well resourced with designated areas to support different parts of children's learning and development. Resources are stored in boxes that are labelled with photographs and this helps children know what is in them. This also helps to promote children's independence when it is time to tidy up. Staff plan activities to cover all areas of learning and meet children's individual interests and needs to support their development. Children's progress records show their achievements through photographs and observations. Parents are able to meet with their child's key person to discuss progress and next steps. This involves parents fully in their children's learning.

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

Relationships between children and staff are very positive. The staff team works hard to ensure all children settle quickly into the setting. Staff clearly prioritise the well-being of children, praising them for their achievements and good behaviour. There is a very effective key person system in place and children build secure bonds with the staff. Parents say they feel staff are very attentive to their children's needs.

Mostly children are confident learners and either ask for support when needed or play happily independently. Children show they feel safe and secure through their behaviour. Staff respond well to the needs of individual children. Staff interactions with children are supportive and encourage communication and discussion throughout all age groups, including babies. Children's emotional development benefits from these secure attachments. Staff get down to children's level to play with them. Children who learn English as an additional language and special educational needs are supported well as staff develop good partnership working with parents to promote continuity in care practices.

The continual sharing of information between home and the nursery means children's welfare needs are well met. Children are learning how to adopt healthy lifestyles. Staff use mealtimes to promote healthy eating and table manners with the children. Meal times are social occasions that have a calm atmosphere and children mostly demonstrate good table manners. Staff support their dietary and health needs well as they are familiar with details of any allergies children have. Younger children are encouraged to feed themselves and be independent at meal times. However, older children do not always have opportunities to be fully involved in the serving of their drinks. This does not fully support their developing independence.

Risk assessments are comprehensive and detailed, identifying risks and the measures to take to prevent them from happening to keep children safe. Staff encourage good behaviour from children to support their personal, social and emotional development. They model good behaviour and use praise to encourage children. As a result children have a good level of achievements and self-confidence and are prepared well for future moves to school. In addition, there are strong links in place with local primary schools and reception teachers have been invited into the nursery to meet the children, to support these moves.

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

The manager has a good understanding of her responsibility in meeting all the requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, all children are well cared for and make good progress in their learning and development. There are comprehensive policies in place, including safeguarding, and staff understand and implement these policies and procedures daily to protect children. There is a robust recruitment and selection process. All staff have undergone suitability checks to make sure they are suitable to work with children and details of their vetting are recorded. Staff understand the need to provide a safe and secure environment for children and they do this effectively.

There are effective systems to monitor staff performance. Staff have annual appraisals and termly supervision meetings that involve observations of practice and these are formally documented. Staff attend regular training to update their skills and knowledge appropriate to their role. This has a positive impact on children's learning. They also have staff meetings to support them in their role. This system works well as all staff feel involved in improving the nursery and the outcomes for children.

The manager is committed to working to improve the nursery and has action plans in place. She has a very clear vision about where they want to take the nursery and improvements that need to happen. The nursery manager meets with her staff team to evaluate the provision, meaning that they are all involved and work together to improve practice. Their ideas are realistic regarding strengths and areas for development for the nursery and they are already working on these. The manager also monitors the provision to ensure that the planning supports children's individual needs as well as all areas of

learning.

The manager seeks parents' views by having an 'open door' policy and by using questionnaires. These allow parents to feel involved in their children's learning, development and in helping drive nursery improvements. Parents are grateful for what the staff do and find everyone friendly, approachable and professional. Parents are kept well informed about their children's time at the nursery through newsletters and informal chats, parents' evenings and written communication books for younger children. Staff work well with other providers and agencies involved in children's care, which helps to support and close any identified gaps in children's learning and keep them safe.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY464459
Local authority	Cornwall
Inspection number	919747
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	56
Name of provider	Tracy Diane Hicks
Date of previous inspection	not applicable
Telephone number	01579320777

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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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