

Dolphin Day Nursery

Falconers Hill Infant School, Ashby Road, DAVENTRY, Northamptonshire, NN11 0QF

Inspection date	26/11/2013
Previous inspection date	16/04/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Teaching is outstanding because practitioners make excellent use of precise, factual assessments of children's progress to plan activities. This enables children to achieve superbly given their starting points and capabilities.
- The manager and staff are committed to continually enhancing the service they provide. Through their own self-reflection and through gaining the views and opinions of parents, they are able to effectively identify areas for development and any training that will further enhance this already exceptional service.
- Excellent relationships have been formed with parents, which effectively contributes to consistently meeting their child's individual needs at a very high level.
- Children make excellent progress through the staff's extensive knowledge of how children learn and the exceptional learning opportunities they provide. Their confidence and self-esteem is continually nurtured through the praise and encouragement they receive.
- Children are highly valued as individuals, who are welcomed into a safe, caring, exciting environment where they explore and enhance their learning.

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 spoke to staff and children present and observed activities taking place both indoors and outdoors.
- The inspector looked around the premises and discussed aspects of safety.
- The inspector looked at documentation, policies and children's learning journals.
- The inspector spoke to parents during the inspection and took account of their views and opinions regarding the service provided.

Inspector

Tracey Boland

Full report

Information about the setting

Dolphin Day Nursery was re-registered in 2008 on the Early Years Register and compulsory and voluntary parts of the childcare register and is privately owned. It operates from a self-contained building adjacent to Falconers Hill Infant School in Daventry, Northamptonshire. Children have use of five main group rooms and there are two enclosed areas available for outdoor play.

The nursery is open from 7.30am until 6pm all year round, with the exception of bank holidays and one week at Christmas. Children attend for a variety of sessions. The nursery provides funded early education for three- and four-year-olds. There are currently 132 children attending who are in the early years age group. The nursery supports a number of children who speak English as an additional language.

The nursery employs 11 practitioners. Of these, 9 hold appropriate early years qualifications at level 3, one practitioner has an appropriate early years qualification at level 2 and one, the manager holds Early Years Professional Status. One practitioner is currently working towards Early Years Professional Status. The setting receives support from the local authority and is a member of the National Day Nurseries Association and Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- enhance the already excellent opportunities for toddlers to increase their independence during everyday routines, such as having the opportunity to serve themselves at mealtimes.

Inspection judgements

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

Children make excellent progress in their learning and development taking into account their starting points. Parents and staff work closely together as children begin their time in nursery. Optimum information provided by parents successfully supports children's early learning and helps them make excellent progress right from the start. Detailed, concise observations completed by staff are used alongside this information to plan effectively for their individual learning needs. Photographs reflect children involved and engaged in a wide variety of activities and illustrate their enjoyment. These are displayed throughout the nursery enabling parents to see them and provides opportunities for the children to recall past events and experiences, sharing them with their parents and family members. Throughout the nursery, continuous observation and assessment of children during

activities effectively informs the next steps in their learning. Key people use their detailed knowledge of the children to plan for their individual needs and interests encouraging children to make significant progress. Staff plan an excellent variety of activities using their knowledge of the seven areas of learning and of their key children. A variety of adult-led and child-initiated activities take place and staff ask questions of children to encourage their thought processes and extend their language, giving them ample time to think before responding. Consequently, children gain confidence and skills that prepare them extremely well for the move to school. Staff understand the need to concentrate on the prime areas of learning with younger children and the progress check for children at age two are completed alongside parents, whose comments are actively sought and included. Parents play an active role in their child's learning, sharing what they have observed at home and complete 'wow' moments which are displayed within their child's room so all can see their achievements. Their involvement in their child's progress check and ongoing assessments positively nurtures partnerships between them and staff and have a very positive impact on children's learning. Children with special educational needs and/or disabilities are welcomed into the nursery and staff are proactive in their approach to ensuring continuity of care through the excellent partnerships they have secured with other professionals, who may be involved in children's lives. Staff welcome parent's involvement within nursery life. Stay and play sessions, celebrations of cultural events and parents evenings enhance their partnerships further and enable all to share information on progress and learning. An excellent range of information is displayed throughout the nursery reflecting topics of interest such as the Reggio Emilio approach to learning and the various ways children may show particular ways of learning. Newsletters inform parents about the wide range of forthcoming events and a lit noticeboard in the main entrance area also reflects this information.

Children are offered delightful opportunities both indoors and in the outdoor area and move freely and independently between both areas. Photographs are used effectively in both areas to encourage children's feeling of security and enable them to see pictures of familiar people in their lives. Parents' involvement in the development of the garden has included balancing bars and music areas with a variety of instruments and utensils enabling the children to develop their imagination, explore and be creative. Children run, hide and climb on a wide variety of climbing frames and tunnels and use wheeled toys and equipment enhancing their physical skills even further. Children enjoy using the growing area to plant and grow a variety of foods such as carrots, parsnips and mushrooms. Staff encourage the children to water and care for them as they watch them grow into plants, monitoring their growth and using them in cooking activities. Children have excellent opportunities to enhance their mathematical skills as they use scales and cooking utensils to weigh and measure ingredients, encouraged by staff to follow the recipe to ensure they have the correct quantity of foods. They talk about the changes to the mixture through the various parts of the cooking process. Such activities develop their self-esteem, builds confidence and a feeling of pride in their achievements. All cooking activities are adapted to the age and abilities of the child, for example, babies explore the different textures and toddlers count cups or spoonfuls of the ingredients, therefore gaining very early mathematical skills.

Children explore music and movement in many ways both indoors and outdoors. For example, making their own sounds with instruments and natural materials and excitedly

joining in with their favourite songs and rhymes. Their understanding of rhythm and beat is further enhanced as external agencies come into the setting to explore music, as well as learning to stretch and relax while completing yoga and develop excellent coordination as they learn ball skills. Children are eager to become involved in activities actively seeking staff and settling down to play. Children's manners are excellent and staff are extremely good role models encouraging children to share and take turns in their play. Staff support children extremely well to develop their skills when using a variety of electronic equipment including the computer, cameras, headsets and torches. Their recognition of letters and sounds is continually enhanced through discussions that take place between staff and children and the use of letters and labels throughout the environment. Children self-register each day and from a very early age children are encouraged to observe and identify a variety of weathers. Staff regularly access training to further their knowledge of child development which is shared with the whole team. For example, staff have accessed 'baby brain' training which identifies the very early development of the brain and the things that stimulate babies. The information gained has been used effectively within the baby room and black, red and white resources and displays are used effectively to stimulate babies learning.

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

Children are very happy, relaxed and confident in this rich, child-focused environment. Staff's excellent understanding of children's individual needs and routines develops during each child's gradual introduction into the nursery. Time spent enabling the child and parents to familiarise themselves with the environment and gaining comprehensive information regarding their individual needs and development, ensures the transition from home to the nursery is as smooth and relaxed as possible. Children settle easily as staff ensure children see pictures of themselves and their families within the setting which enables them to settle easily and comforters are accessible. Children develop high levels of confidence and self-esteem through the praise and encouragement they receive from staff who celebrate their achievements. Children are inquisitive, active learners and move freely around the nursery taking their play between the inside areas and outdoors as they wish. Parents are very happy with the settling-in process which they feel is led by themselves and their child and effectively enhances the transition for both them and their child.

Behaviour is excellent as children consistently learn about sharing, taking turns and being kind to their friends. Staff are excellent role models and gently remind children what is acceptable behaviour where needed. Staff sensitively support children as they learn to resolve minor squabbles and disagreements between themselves. Children learn to manage their personal needs extremely well. Older children confidently access the bathroom, washing their hands at appropriate times throughout the day. Babies and toddlers care needs are met extremely well by staff that ensure their comfort is maintained through regular nappy changing routines. Potty training is in-line with parent's wishes and safety steps are provided to ensure smaller children can reach the sinks to wash their hands, promoting independence further. Pictures and labels throughout the bathroom areas encourage the children to recognise the value of washing their hands. Children's safety is paramount and concise written risk assessments have been completed covering both the indoor and outside play areas. All outings are risk assessed prior to the

children being involved. Fire drills are recorded and evaluated to ensure the evacuation procedure remains suitable. Accidents are dealt with sensitively and medicinal needs of children are incorporated into the day. Clear and concise medical records are maintained and countersigned by parents. Therefore, children remain safe at all times.

Children's individual dietary needs and preferences are known exceptionally well by staff and the cook and they enjoy a wide variety of healthy, nutritious, freshly prepared meals each day. Robust routines within the kitchen ensure there are no opportunities for children to come into contact with foods that are unsuitable for them. Mealtimes are a lovely, social occasion for all children. Staff sit with the children, chatting to them about the things they have done during the day or at the weekend with their families. Pre-school children are very independent with regard to mealtimes and confidently make choices, serving their own foods and helping themselves to drinks. Babies receive lots of one-to-one time and are encouraged with the very early stages of feeding themselves. Toddlers are gaining independence during routines of their day and this is an area staff are still developing. However, there is room to enhance younger children's already excellent independence skills even further. Children are actively involved in growing foods within the garden and pick them when ready, taking them to the cook and then using them in the cooking activities they complete with her. For example, growing mushrooms to extend their understanding of how they grow and where, and then picking them to make mushroom soup to share with their families. This encourages children to understand all about the food chain. The nursery continually encourages children's understanding of eating foods that are good for them and the importance of being healthy by spending lots of time outdoors, keeping themselves fit and active. Therefore, children's health and well-being is continually enhanced. The learning environment is extremely well-organised and children easily select the toys and resources they wish to use. A successful free flow system enables children to decide when they would like to continue their learning outdoors and resources are interesting, provide excellent challenge and encourage children to have good fun. Children's all-round development is supported to a very high standard; this includes the use of a sensory room. They explore a wide variety of textures that stimulate their senses and encourage their imagination. Children engage in inspiring, interesting activities which challenge their abilities and compound their learning which results in them becoming capable, confident learners.

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

The management and staff demonstrate an excellent understanding of their role in meeting the safeguarding and welfare requirements. Their knowledge of the safeguarding children procedures are at a very high standard and training is paramount in maintaining that concise level of understanding. Rigorous recruitment systems ensure all adults are suitable to care for children. An in-depth induction procedure ensures all new staff develop an accurate understanding of their role and responsibility within the nursery. The setting is organised excellently and clear routines, procedures and boundaries, further children's feeling of safety. Meticulous documentation supports the ethos of care and is reviewed regularly in-line with changes to current legislation and requirements. Comprehensive written risk assessments reflect the vigilance of staff with regard to safety when in the

nursery and when outdoors. Daily checks of all areas are made prior to the children arriving to ensure they remain suitable. Excellent deployment of staff ensures children are consistently supervised and therefore, remain safe at all times. A comprehensive range of policies and procedures further safeguard children, for example, forbidding the use of mobile phones and cameras within the nursery. Excellent security within the building and outside areas, ensures children play and learn in a safe, secure and relaxed environment.

Effective monitoring and evaluation of the educational programmes enables children to make the best possible progress. Staffs understanding of each child's individual needs are excellent and as a result, are extremely well-met. The manager has an excellent understanding of the learning and development requirements and is proactive in ensuring this is rigorously monitored and staffs ideas welcomed. This results in, children gaining the optimum opportunities throughout the day to learn and develop. Staff are motivated, enthusiastic and have formed excellent relationships with the children and their families. Children are cared for in an environment where they learn through having 'good fun' and staff continually strive to make activities stimulating, exciting and encourage children's natural curiosity to learn. Parents speak extremely highly of the care they and their families receive which starts immediately they start visiting the nursery. Staff are kind and approachable and afford them plenty of time to talk about their child's progress, acknowledging their achievements. Parents actively recommend the nursery to friends and family and feel secure that their children are having a good time. Ongoing professional development is a priority and staff cascade any new information to the rest of the staff team during their staff meetings. The manager is an excellent role model for the staff team. Her enthusiasm and drive to continually enhance the service is infectious. This has an extremely positive impact on the staff team who show the same enthusiasm to learn and develop.

The manager and staff continually strive to maintain this exceptional service. Robust, effective self-evaluation and reflective practice enables them to effectively identify attainable goals, which are reviewed to ensure they have been met to the best of their ability. The views of parents and children are actively sought about all aspects of the service provided through various means including questionnaires, parent consultations and daily verbal and written feedback. Their views and opinions are evaluated and clear targets for improvement set. Parents are informed of any changes to the service as part of their self-evaluation explaining any adjustments or actions that have been agreed and how these will be achieved. Excellent partnerships with other early year's professionals have been established which ensures children's learning; development and welfare needs are successfully met. Through these partnerships children's needs are identified and are effectively met through well-targeted support, therefore enabling them to make progress. Teachers are invited to come in to meet children and to speak with their key person to gain an in-depth understanding of each child's development and progress. This is supported even further through transition documents completed by staff to send to school prior to the children attending. Staff talk to children about moving on to school, helping to allay any fears or worries they may have and makes the transition for children as they leave the nursery and continue on their learning journey in school as smooth as possible.

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	EY399838
Local authority	Northamptonshire
Inspection number	939599
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	132
Name of provider	Dolphin Day Nursery limited
Date of previous inspection	16/04/2013
Telephone number	01327 301600

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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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