

Dysart Nursery

1 Dysart Avenue, Cosham, Portsmouth, Hampshire, PO6 2LY

Inspection date

28/10/2013

Previous inspection date

21/01/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 help children to develop a good understanding of healthy eating and lifestyles.
- Children's understanding of the world around them is developing well. This is because staff actively encourage them to explore indoors and outdoors and plan interesting activities, outings and visits that enhance this aspect of children's learning.
- Safeguarding procedures are robust and are implemented successfully to promote children's welfare.
- Staff use observation, assessment and planning effectively and their teaching techniques work well. As a result all children are making good progress in their learning.

It is not yet outstanding because

- Staff do not ensure all areas of mathematics are as strongly promoted as others.
- Parents do not have regular opportunities to contribute to their children's 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 observed activities in all base rooms and outside.
- The inspector had discussions with the owner, the staff and the children.
- The inspector analysed samples of the children's 'learning journeys', planning documentation, and a selection of the group policies and procedures.

Inspector

Lisa Cupples

Full Report

Information about the setting

Dysart Nursery opened in 2002. It is privately owned and managed and operates from detached premises in the Cosham area of Portsmouth. The nursery has two enclosed outdoor play areas.

The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 28 children on roll who are all in the early years age range. The pre-school provides free early education for children aged two, three and four years. The nursery supports children who are learning English as an additional language and those who have special educational needs and/or disabilities. The nursery is open from 7.30am to 6pm Monday to Friday, all year round, with the exception of Bank Holidays. Pre-school sessions are from 9am to 1pm and 1pm to 5pm.

There are nine members of staff employed to work directly with the children, including the owner. Of these, four staff hold a level three qualification, two hold a level 2 qualification. There are two members of staff currently working towards a relevant early years qualification and the owner holds a Foundation Degree.

What the setting needs to do to improve further

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

- develop further the educational programme for mathematics to improve children's understanding of measurement, mathematical language and sequencing
- improve the two way flow of information to provide more opportunities for parents to contribute fully to their children's learning.

Inspection judgements

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

All staff have a good understanding of the Statutory Framework for the Early Years Foundation Stage and its requirements. They implement the framework successfully to promote the children's learning in all areas. As a result, all children are making good progress in relation to their starting points on entry. Staff spend time observing what the children can do and gauge their interests to inform the planning. Staff identify the children's next steps and use the information to plan purposeful activities and experiences. Staff are skilled at supporting and extending the children's learning. For example, staff ask

open questions encouraging the children to think about what they are trying to achieve. This actively promotes the children's problem-solving skills and independence. Children in the pre-school room are beginning to link letters to sounds and their literacy skills are being promoted well. Older children write their names clearly on their art and younger children are beginning to make marks as they develop their early writing skills. Babies and young children use an extensive range of media, such as food play, a corn flour mixture called gloop, shaving foam, sand and water and paint. They use all of their senses to explore their surroundings, using resources such as treasure baskets. This helps the children to begin to make associations from an early age.

All children have access to a wide range of construction toys. They successfully join the blocks together and use their imaginations well. For example, one child makes a bridge and another makes a chair. They demonstrate good physical coordination as they join the resources together. Children actively solve problems with the encouragement of staff. For example, children are encouraged to persevere with new jigsaw puzzles and figure out how to stop their constructed bridge from collapsing in the middle. Children negotiate roles in the home corner and pretend to be 'mummies' in the kitchen. They write shopping lists and invite the staff to join in. Children count each other and recognise numerals during everyday activities. However, staff do not always ensure some areas of mathematics are covered as frequently as others, such as sequencing, weighing and measuring to further develop the children's understanding of mathematical concepts. Children have many opportunities to explore the natural world and enjoy planting seeds and watching them grow. They learn about the changing seasons and celebrate a wide selection of cultural, traditional and international festivals, such as Eid, Diwali and the Bulgarian Spring Festival. All children use a wide range of multicultural resources during their time at the nursery, as a result they increase their understanding of diversity from an early age. Children use their imaginations well during their time at the nursery; they enjoy role-play, small world activities, singing and dancing, and confidently match actions to their favourite rhymes.

Young children are supported effectively when they move from the baby room to pre-school room. Staff introduce the children to their new learning environment and the staff team gently, using regular hour-long visits, which are slowly increased to match the children's individual needs. Parents are invited in to meet their child's new key person and discuss any concerns that they may have about the forthcoming changes.

Children's move to school is supported well by the close relationship with the local schools. Children visit the schools for a range of activities, such as picnics and story time to support them in becoming familiar with the environment and staff. School teachers visit the nursery to meet individual children and discuss the children's individual needs with their key person. The nursery additionally attends a local authority transition meeting to ensure they know what the school expect from them and as an additional way to share information about the children. Staff make sure that children acquire the skills and attitudes they need to support them effectively with their future learning.

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

All children are happy and settled during their time at the nursery. Staff spend time getting to know the children and their families well. This enables them to meet the children's individual needs across all age groups. Babies and young children hold their arms up for cuddles and snuggle into the staff at story time. This shows they feel secure at the nursery. Older children confidently share ideas, are keen to try new things because they trust the staff, and feel valued in the setting. This encourages the children to initiate their own play and take part in adult-led activities. Staff complete detailed registration forms for each child and they are updated regularly with parents to ensure they are accurate and reflect the children's needs. Staff work closely with parents to ensure the children's daily routines match those at home to help the children settle. For example, some children have a sleep in the afternoon and some children rest in the mornings. Staff support children who are learning English as an additional language well in the nursery. They use a good range of techniques to ensure they understand the children's needs and help them to settle in. For example, staff obtain lists of key words and work closely with parents. Staff learn how to pronounce the key words correctly to help children with the support of their parents.

All children learn the importance of keeping safe through daily routines, activities and discussions. For example, children know they need to wear coats to keep warm in the cold weather. All children practise regular fire drills with staff to ensure everyone knows how to evacuate the building quickly and safely in the event of an emergency. Children learn to use tools, such as scissors correctly. Children show an awareness of others when they use the scissors, often reminding others of the safety rules. Children behave exceptionally well during their time at the nursery. This is because they are busy and occupied throughout and engaged in purposeful activities. Staff implement the clear rules and boundaries consistently across the nursery and children respond well to their high expectations. They tidy away the resources and pick up things that fall on the floor, showing they are taking responsibility for their own learning environment. Older children often ask others if they would like to join in their games, showing consideration for others feelings. Staff are positive role models, promoting the use of good manners, showing respect and listening carefully to others. Staff play listening games with the children to further develop and promote their listening skills in preparation for school.

All children learn the importance of healthy eating and lifestyles. The nursery promotes healthy eating and provides information and support for parents about supplying healthy options in their children's lunch boxes. The community nurse visits the nursery to show children how to wash their hands properly to help prevent the possible spread of infection. The local children's centre has provided all children with toothbrushes and toothpaste and a dental nurse showed the children how to clean their teeth effectively. This raises the children's awareness of good personal hygiene. Children learn the importance of exercise and talk about making their hearts healthy when they breathe faster. The children could not go outside during the inspection due to the high winds and stormy weather so staff organised physical activities inside. Children use large wooden construction blocks, climb through tunnels and enjoy a movement activity, as they moves like trees, and match actions to their favourite rhymes. Children recognise when they are thirsty and help themselves to drinks throughout the day.

All children benefit from the good relationships between their parents and the nursery staff. Parents are able to talk with their children's key person or the owner at any time. They have access to their children's 'learning journeys' and know what aspects of learning the staff are working towards with their children. However, parents have limited opportunities to contribute about their children's learning, both in the nursery and at home. Parents receive regular newsletters and are well informed about the nursery. They have access to all policies and procedures and are actively involved in the evaluation of the nursery.

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

Effective safeguarding procedures successfully promote the welfare of children who attend. All staff have a good understanding of safeguarding and child protection procedures and know how to implement them because they have attended safeguarding training. The nursery shares the full written policies and procedures with parents to ensure they are aware of the staff team's responsibilities towards protecting their children. Children enjoy a safe and secure play and learning environment because staff carry out daily checks and the owner conducts regular written risk assessments. Robust recruitment and vetting procedures alongside effective induction systems ensure all adults are suitable to work with children. All visitors are required to show identification and sign in and out of the visitors' book to ensure a full and accurate record of everyone meeting the children is in place.

Improvement since the last inspection has been good and the provider and staff have addressed all the previous recommendations in full. For example, the owner has obtained large play equipment to challenge the children's physical abilities and she has implemented effective self-evaluation procedures. For example, all staff, children and parents contribute towards the self-evaluation of the setting to drive improvement and ensure continuous development. The owner conducts questionnaires and surveys to obtain feedback from parents and children to gain everyone's views. Staff meetings and regular contact with the staff team ensures everyone contributes to the procedure, valuing the input and ideas of everyone involved with the nursery. As a result, many changes and improvements are in place since the last inspection. For example, the outdoor play areas are being developed further to include a sensory area, and the nursery has been decorated. In addition, the owner has purchased a wide range of resources and equipment to replace items that were beginning to look worn. The owner successfully monitors staff performance and values their contributions to the nursery through regular team meetings, reviewing staff record keeping and annual appraisals. In addition, the owner works alongside staff in the nursery, which enables her to observe practice, identify any strengths and areas for development and provide support to the staff team. All staff attend regular training courses, both external and in-house to ensure the nursery continues to develop. This improves the outcomes for children.

The nursery staff are skilled at supporting children who have special educational needs and/or disabilities and those children who are learning English as an additional language.

Staff ensure individual support packages are drawn up in partnership with parents and other agencies to ensure all children can reach their full potential. For example, the nursery has strong links with the local speech and language therapist, a bilingual interpretation service and the local children's centre. These close working partnerships successfully support the children and their families.

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	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	EY217738
Local authority	Portsmouth
Inspection number	910402
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	28
Name of provider	Samia Nasr Mcminn
Date of previous inspection	21/01/2011
Telephone number	02392 327244

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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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Piccadilly Gate
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