

Dame Dorothy Daycare

Dame Dorothy Street School, Dock Street, SUNDERLAND, SR6 0EA

Inspection date

Previous inspection date

18/12/2013

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

- Children make very good progress in communication and language. This is because practitioners have good strategies in place to support children with the development of their language.
- Children are motivated and eager to learn. They benefit from a stimulating range of activities and experiences to provide them with opportunities to make good progress in all areas of learning and development.
- Children are very happy in the setting. Flexible settling-in procedures help children to settle quickly and develop a close bond with their key person.
- The setting has a very good relationship with the local school. They complement each other extremely well, in order to maximise children's learning.
- Practitioners have a very good relationship with parents, which means that they work together effectively to support the overall care and learning needs of children.

It is not yet outstanding because

- Children have less opportunities to solve everyday problems for themselves because practitioners are eager for children to succeed.
- There is scope to further strengthen the already good leadership and management of the setting to ensure monitoring sharply focuses on the teaching and learning, in order to enhance children's progress even more.

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 toured the setting with the manager.
- The inspector observed activities in the indoor and outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.
- The inspector talked to staff at appropriate times throughout the session.

Inspector

Elizabeth Fish

Full report

Information about the setting

Dame Dorothy Daycare was registered in 2007 on the Early Years Register. It operates from the Early Years unit and linked buildings in Dame Dorothy Primary School in a residential area of Monkwearmouth in Sunderland. The nursery serves the local and surrounding areas and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery is open for 51 weeks of the year from Monday to Friday. Sessions are from 8am until 6pm, Monday to Friday. The nursery employs eight members of childcare staff, including the manager. Of these, six hold appropriate early years qualifications at level 3 and the manager has an early years degree. There are currently 68 children on roll, of whom all are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children with English as an additional language.

What the setting needs to do to improve further

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

- develop children's ability to persevere when they encounter problems in their learning by ensuring they are given the time and space to try things out for themselves, in order to find solutions to everyday problems
- extend the already good leadership and management of the setting by ensuring monitoring is sharply focused on teaching and learning, so that staff training is targeted on developing first rate understanding and practice to enhance children's learning to the next level.

Inspection judgements

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

Practitioners in the setting are enthusiastic about their work. They ensure that children enjoy a range of interesting and challenging experiences across the seven areas of learning, both indoors and outdoors. These are thoughtfully planned to support children's interests. For example, practitioners use their coastal situation to their advantage as they access the beach regularly as part of a beach school initiative. This clearly motivates children as they make sand pictures, splash in the sand and the sea and use sticks and

other debris on the beach to create pictures. This is successfully carried on in the setting as children splash in water when tidal surges make the beach unsafe. All children make good progress in the setting. This is because practitioners find out a lot of information on entry. This helps practitioners to develop a clear understanding of the needs and interests of children when they start. Practitioners carry out regular and precise assessments, which are matched to age-related expectations. This means that practitioners have a very detailed understanding of children's achievements and how they can support them further. They work effectively with other agencies to incorporate targets for children with special educational needs and/or disabilities into the planning. As a result, the setting plans effectively to meet the needs of individual children. The setting works very hard to develop a good relationship with parents and uses a variety of methods to communicate with parents. Practitioners share children's learning journals with parents and actively encourage parents to contribute to them. They also use daily diaries for younger children and those with special educational needs and/or disabilities, so that parents have a detailed picture of their child's learning and development. They also use parental expertise effectively too. For example, they seek the support of parents to translate some documents and activities, so that these are more accessible to children with English as an additional language. The setting has a very good relationship with the local school and work effectively to highlight children in need of additional support to ensure all children make good progress.

Practitioners generally demonstrate a good understanding of how to support children's play. In most activities practitioners observe children and give children the space and time to explore things for themselves. This enables practitioners to intervene effectively to extend children's interests further. For example, as children with special educational needs and/or disabilities begin to throw objects, a practitioner takes children into the sensory room to explore this interest in a safe environment using balloons. However, there are occasions when practitioners do not give children the time and space to try things out for themselves and sometimes intervene too early, for example, when helping children to build and construct. This means that children are not always given the opportunity to solve problems or find out how they can build and join things together themselves. However, practitioners do interact effectively with children, which means that children can demonstrate and talk about their thinking. They have taken part in the government funded programme 'Every Child a Talker' and this has had a positive impact on the development of communication. Practitioners carry out a speech and language screening programme for all children and liaise with speech and language therapists to plan appropriate interventions. This means that practitioners are more confident in highlighting and supporting children's communication and language. The practitioners have reorganised the setting to ensure that the areas of the room promote communication and they have reviewed their own practice too. Strategies, such as saying the child's name first, help children to make eye contact with practitioners. This supports early communication skills. Children are also given time to think about what they want to say and open-ended questions are used effectively to promote thinking. Children with special educational needs and/or disabilities are supported well, as their key person supports them throughout the session, labelling what they are doing and developing early communication skills, such as making eye contact. The practitioners use sign language too as they talk to children or when singing. This supports children who find communication more difficult. As a result, children make good and in some cases very good progress in

communication. Literacy is supported well in the setting.

Children have access to a well-stocked book area with practitioners on hand to read stories. Children enjoy listening intently to various Christmas stories and talk about the pictures. Children with English as an additional language learn new words as they enjoy looking at pictures in books with practitioners. This helps children to develop a love of books. Children like climbing and practitioners have responded to this well by developing a cosy raised play den inside. There are good opportunities outdoors for children to learn across the seven areas of learning. Some children are supported by practitioners as they look for wriggly worms in the leaves outside, while others build and construct making balancing beams and stepping stones. This ensures that children learn about the world around them and develop vital large muscle skills. Staff plan a range of activities to develop their small muscle skills as they decorate Christmas baubles and learn how to use scissors correctly. These skills prepare children for the next stage in their learning. There are also a range of activities planned for children to express their thoughts and ideas. Children enjoy singing Christmas songs and using small world toys to develop storylines. They also use paint and craft resources to express their thoughts and ideas. This ensures children make good progress in expressive arts and design.

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

Children are very happy and settled in the setting. Practitioners are very caring and recognise the needs of individual children effectively. Parents comment that practitioners are gentle and compassionate with children. Children have a very good relationship with their key person and they laugh and giggle as they build towers with them and knock them down. This demonstrates that children are emotionally secure in the setting. Children settle into the setting quickly because there are flexible settling-in procedures, which are centred around the child and their family. Staff find out important information, including children's interests and their individual care needs. Children attend for sessions with their parents before starting. They follow routines from home effectively and many younger children enjoy cuddles. This means that all practitioners, especially the key person knows each child and as a result, can meet their needs effectively. They help children settle into school quickly too. This is because they work closely with the school nursery and share resources. Children also spend time in the school nursery and have lunch in the school hall. As a result, children settle into school or nursery quickly. Parents talk to practitioners at the beginning and the end of a session and share important information. A daily diary for younger children helps parents know how much their child has eaten that day. Parents comment on how their children are happy and settled and love coming to the nursery.

Children play in a stimulating and well-organised environment both indoors and outdoors, which has been thoughtfully arranged to reflect the seven areas of learning. Resources are easily accessible; this enables children to select their own resources independently. For example, young children access pens and paper as they choose to draw. The manager has highlighted that other parts of the routine can further promote independence, which she is gradually introducing. For example, children are now encouraged to butter their own bread at breakfast and feed themselves at lunchtime. This ensures that children are well-

prepared for school. Practitioners ensure children have daily opportunities to learn outdoors. This is enhanced by the regular visits to the beach. This means that children have plenty of fresh air. Children enjoy climbing indoors and outdoors. There is space to run a round and be active outdoors too. As a result, children get plenty of exercise. Children learn about healthy lifestyles and demonstrate a good understanding of health and hygiene as they wash hands before snack and meals and young children also ask to wash hands after hunting for wriggly worms outdoors.

Children have a good awareness of how to keep themselves safe as they learn how to leave the building in an emergency because they practise fire evacuation regularly. They learn how to line up when getting ready to go into the cloakroom or to go outside. Practitioners also help children to learn how to use tools, such as scissors safely. Children behave well in the setting. The setting has a clear policy for dealing with behaviour, which all practitioners understand and use. Children are supported in the setting to learn acceptable behaviour and staff work with parents individually to support behaviour management. Children learn to play alongside other children; they ask for resources and ask to join in games. Consequently, they play well with others and develop skills to support them in their learning.

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

The manager has a good understanding of her responsibilities in meeting the welfare and learning and development requirements of the revised Statutory framework for the Early Years Foundation Stage. The manager, practitioners and students have a clear understanding of their responsibilities in relation to safeguarding. Practitioners have recently updated their safeguarding certificates and they know what to do if they had a concern about a child. A current list of contact details is displayed in the setting. Policies and procedures are all very well written and organised and are clearly reflected in the running and organisation of the setting. The manager ensures practitioners are familiar with the policies because she ensures they are developed as a team and are known and understood by all practitioners and parents. There is a rigorous security system for entry to the setting and children and visitors are signed in and out. This is enhanced by daily risk assessments, which ensure all the areas of the setting are checked and hazards identified. There are robust recruitment and induction procedures in place, which ensures that all practitioners and students have appropriate suitability checks carried out.

Self-evaluation is good because the manager and practitioners identify what they do well and how they help children learn. They have a detailed action plan with clear priorities for improvement, which takes into account the views of parents and children. Practitioners welcome the support from the local authority and act on the advice given. This means that the setting has a good capacity to improve further. The manager has a good overview of the setting. She monitors assessments so that she can highlight any gaps in achievement and plan appropriate interventions. For example, as a result of careful monitoring the manager has put a range of interventions in place to support two-year-old children in the

setting. The practitioners have regular supervision meetings where they discuss their strengths and highlight training needs, which are linked to the improvement plan of the setting. For example, practitioners have recently attended training on communication friendly spaces and are implementing this into the setting. The setting places a high priority on professional development and supports practitioners to obtain further professional qualifications. The manager holds an early year's degree and this means that a secure understanding of how children learn underpins the ethos of the setting. The manager also has a clear picture of how she can improve the setting. The manager observes practitioners regularly and monitors the quality of teaching and learning through ongoing observations and monitoring of children's learning records. However, the current system is not sufficiently robust, particularly in relation to the monitoring of apprentices. As a result, there are occasions when some planned activities, such as the recognition of numbers, are not appropriate for the developmental stage of children.

Partnerships with parents are very good as practitioners do a verbal handover at the beginning and end of the day. Parents comment that their children are very happy in the setting. Parents know what their children have been doing because they take home their learning records, which they regularly contribute to. The setting has a very good relationship with staff in school. They work hard to ensure that they have a shared understanding of how to work together effectively to meet the needs of children in their care. They attend joint training and they meet together on a daily basis. They have regular meetings where they share their assessments and plan appropriate interventions. The practitioners have a very good relationship with speech therapists and often seek their advice. This means that practitioners can intervene quickly and effectively to meet the language and communication needs of children. The setting also works extremely well with other professionals to support children with special educational needs and/or disabilities. They seek the support of interpreters to meet the needs of children and their families with English as an additional language. They also contribute to a variety of meetings and support children effectively to work towards their individual targets. This demonstrates the settings commitment to working with other professionals to support children in their setting.

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	EY363589
Local authority	Sunderland
Inspection number	857694
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	68
Name of provider	Dame Dorothy Street Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	0191 553 7618

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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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