

# Dawnies Little Stars Nursery

Cawston Road, Aylsham, NORWICH, NR11 6BX

## Inspection date

Previous inspection date

20/01/2014

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

- Teaching is good because all practitioners fully understand how to promote children's learning and have high expectations for their achievements. As a result, children's progress is rapid given their starting points and capabilities.
- Partnerships with parents are a key strength. Staff work hard to build successful relationships with children and their parents and ensure there is a joint approach to children's care and learning.
- Children are safeguarded as staff have a secure understanding of the procedures to follow if they have concerns. Staff are vigilant, minimising any potential risks to children and help children learn to manage their own safety.
- The owner/manager provides strong leadership and reflects on practice within the setting and plans improvements, to move the pre-school forward. Staff are highly motivated, enthusiastic about their roles and work well together as a team.

### It is not yet outstanding because

- There is scope to develop snack and lunch-time provision, so that children are encouraged to become more independent in their self-care skills and enable children to share a social mealtime.
- There is capacity to enhance the already good assessment process and tracking of children's learning, so that summative assessments consistently reflect where children are in relation to developmental milestones.

## **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 the main hall and the outside learning environment.
- The inspector conducted a joint observation with the owner/manager.
- The inspector held a meeting with the owner/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.

## **Inspector**

Lindsey Cullum

## Full report

### Information about the setting

Dawnies Little Stars was registered in 2013 on the Early Years Register. It is privately owned and managed and operates from a room in the Drill Hall in Aylsham, Norfolk. There is a fully enclosed area available for outdoor play. The setting serves the local area and surrounding villages.

The setting is open Monday to Friday during school term-times only. Sessions run each weekday, from 9am until 12 noon and on Monday, Tuesday and Thursday from 12noon until 3pm. Children attend for a variety of sessions. There are currently 42 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

The owner/manager holds a level 4 qualification. She employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one member of staff is currently training to level 2 and one bank member of staff is unqualified although suitably experienced.

### What the setting needs to do to improve further

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

- increase the opportunities provided during snack and meal-times, for children to become more independent and consider further ways of promoting social interaction between children and staff during meals
- review the already good practices for assessment and tracking of children's progress, to make sure that all summative assessments include more in-depth information as to where children are in relation to developmental milestones.

## Inspection judgements

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

Children are making good progress in their learning and development. Staff have a secure understanding of what children need to learn and how to support their learning through play and first-hand experiences. Consequently, they provide an educational programme, which has depth and breadth across all areas of learning. Regular and insightful observations of children at play, help staff make ongoing assessments of their progress. Each child has a 'Learning Story' book that contains comments about their achievements,

illustrated by photographs, which show children take part in a wide range of activities, that build on their early learning skills. Staff use information gathered through their observations to successfully plan for children's next steps in learning, ensuring they set out a variety of interesting and challenging activities each day, that engage children so they actively learn through their play. Summative assessments are completed, such as the progress check at age two, which clearly demonstrate children's progress over time. However, while these provide sufficient detail to identify any gaps in children's learning, there is scope to more consistently focus on where children are in relation to developmental milestones within these assessments. Staff are skilled at ensuring children get the most from an activity. For example, they adeptly use open-ended questioning to seek out what the children already know so that they can build on this further. Furthermore, they adapt activities to follow children's interests and ideas, such as finding blue fabric to use as an imaginary pond when children create fishing rods from the sticks in the exploratory tray. Younger children particularly enjoy the freedom to move between the varied activities provided and become engaged in play of their own choosing. High levels of concentration are evident in the older children, preparing them for more structured learning when they move on to school.

Children's communication and language development is promoted well and children chatter confidently to staff and each other during activities. Staff model clear language during activities without discouraging children's efforts as they copy new words. This enables all children to use their growing skills and become confident communicators. Older children show a well-developed interest in books as they choose their favourites to share with staff. During story-times older children in particular, show they are able to concentrate and listen well; supported by attentive staff, they talk about what they see in the pictures and anticipate what happens next. Staff have learnt simple words in the languages spoken by some of the children. This helps children to feel valued and develops their confidence. Children thoroughly enjoy building with larger construction materials, such as bricks. They know to build a secure base for towers and how to place bricks on top of each other so they join to form a wall, repeating their previous learning. Children use their imagination, turning their brick construction into a play train. Other children are drawn in, excited by the imaginative play. Consequently, children learn to play together and are able to adapt resources for different purposes. Numbers and simple mathematical concepts are threaded throughout activities. For example, staff talk about more and less and encourage children to compare size and shape when they build. They sing simple number rhymes with the children and help them to count the number of steps they manage along the balance beam they have created with the bricks. Children enjoy the wide variety of malleable materials that are provided. They spend lots of time playing and experimenting with soil, becoming engrossed in filling and empty play trucks and diggers, which they use as part of their imaginary play. Outside children dig with small tools and express their excitement when they find a worm. Staff plan outdoor activities, which include activities such as planting primroses, so that children begin to learn about the natural world. They enjoy many opportunities to make marks. Children use chunky chalks on attractive boards outside, with some children having sufficient hand and eye coordination to draw recognisable pictures. Younger children have fun copying different shapes drawn by the staff, developing their early writing skills. Self-registration encourages children to recognise their names and some older children enjoy copying the letters of their name and tracing letter cards, learning that print carries meaning.

Children's physical abilities are encouraged as they ride small wheeled toys with control and handle small tools with increasing dexterity.

Partnerships with parents are a key strength of this setting and, as a result, parents comment that they feel well informed, supported and very involved in their children's learning. Parents are invited to share what they know about their children as they start attending and have frequent opportunities to discuss with staff their children's ongoing progress and learning. The key person system is successfully implemented. This ensures that each key person is knowledgeable about individual children and, in particular, children with additional needs or those who are bilingual. Staff skilfully adapt activities to ensure that all children are able to take an active part and are fully included in all activities. Furthermore, staff liaise closely with parents and other professionals involved in children's care to ensure that children receive appropriate intervention and encouragement. Consequently, all children are developing well.

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

Children are cared for in a calm and caring atmosphere, which creates a positive learning environment for all. Staff work hard at the start of every session to create an attractive and stimulating environment within the community hall. They carefully select a range of age-appropriate toys and resources, which reflect children's current likes and interests. Consequently, children join in activities with enthusiasm and clearly enjoy their time in the setting. When children start the pre-school, the key person spends a great deal of time sensitively talking to parents, inviting them to share what they know about their children so that children's routines and individual needs are clearly known and met. Staff are extremely receptive to the children's physical, social and emotional needs. They quickly establish strong bonds with their key children, which forms a secure base for children to develop confidence and become independent and motivated learners. Where children are less confident, their key person supports them in separating from parents, but maintains close contact with parents regarding children's emotions. Therefore, parents manage their children's settling-in alongside the staff. Daily discussions as children arrive and leave, ensure that vital information is exchanged. Home contact books provide an additional means of communication between parents, carers and the key person. Parents regularly view and contribute to children's 'Learning Story' books and regular discussions ensure that parents are fully aware of their children's next steps for learning so they are able to actively support this at home.

Children are encouraged to learn the importance of basic personal hygiene and ensure that their hands are clean before eating or after enjoying the more messy activities. When children stay all day, packed lunches are provided by parents, who are guided by the pre-school's healthy eating policy. At snack times, children eat freshly prepared food, such as chopped fruit and vegetables and toast. Children with specific dietary needs are always considered. Meal and snack-times are primarily adult-led activities. For example, staff pour children's drinks, all snack foods are pre-prepared and handed round by the staff and children's lunches are set out in front of them ready to eat. Consequently, children are not offered opportunities to become more independent in their self-care. Furthermore, staff do

not actively role model social interaction during meal-times, such as by joining children at the table and initiating conversation between small groups of children. Staff attach great importance to the children being outside and enjoying and benefitting from fresh air. They plan for outdoor play daily, ensuring children are dressed appropriately to go outdoors when it is cold. During warm weather, children move freely between inside and outdoors. Children are learning to take managed risks in their play, for example, as they climb or balance on suitable pieces of equipment. Furthermore, they learn how to keep themselves and others safe through the gentle reminders from staff, such as how to handle small knives at snack-time correctly and understand the dangers when using resources such as, sticks near other children.

Children are confident to form peer friendships and happily play with their friends. Staff promote children's good behaviour, confidence and self-esteem by frequently praising them and recognising their achievements. Staff sensitively remind children about using 'kind hands' and are always on-hand to support children when disagreements arise, such as difficulties over sharing resources. Children are swiftly praised and for being helpful or showing care and consideration for other children. This approach of regular praise and encouragement from staff, helps to develop children's self-esteem and sense of achievement. Consequently, children enjoy their experiences in the pre-school and learn good skills that support future learning.

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

High regard is given to safeguarding and, as a result, children are kept safe. All staff attend safeguarding training and keep their first aid qualification up-to-date. Staff have a secure knowledge of the procedures to follow if they have concerns about children's welfare. The setting works in very close partnership with other professionals and organisations involved in the care and well-being of the children. Regular communication and sharing of information assures continuity in care for the children and supports their families. This multi-agency approach, coupled with the staffs positive attitude, means that where children need additional input, individualised plans are formed in consultation with parents, to ensure that appropriate support is arranged. The nursery maintains good links with other local settings and they communicate frequently, so that children's learning is a shared process. Clear policies and procedures, which are available to parents, support the good care and learning practices throughout the pre-school. Staff are proactive in ensuring that children's safety is maintained and the children are carefully supervised both indoors and outside. Rigorous systems are in place to assess risk and to ensure that the premises are safe and secure, in order to fully protect children. Effective recruitment practices ensure that all staff are suitably qualified and vetted. Thorough induction procedures for new staff are followed, to ensure that all staff working with children clearly understand their duties and responsibilities.

The owner/manager provides capable leadership to her staff and they all work closely together, forming a very effective team. There is a shared understanding of the Early Years Foundation Stage requirements and staff strive to deliver an enjoyable and

challenging learning experience, which meets the needs of individual children. Staff convey a genuine enthusiasm for their work, which is evident in their interaction with the children who are nurtured and making good progress whilst in their care. Effective systems are in place to regularly monitor practice, the quality of teaching and the educational programmes provided. Staff are well-qualified and experienced and those who are training are coached and mentored by the owner. Regular supervision of staff and planned annual appraisals ensure that staff have opportunities for training and ongoing professional development. This contributes to the good teaching and learning that takes place in the pre-school. Self-evaluation is effective in highlighting successes and aspects for future development. For example, the owner manager plans to apply for a grant to help improve resourcing, particularly of the outdoor area. Parents are regularly consulted and their views and suggestions are used to help shape future planned improvements to the pre-school provision.

Strong partnerships are established with parents. Those spoken to, speak very highly of the support they receive from the owner and staff team, the high quality information provided both in writing and verbally, how well they are involved in their children's learning and importantly that their children are happy and developing well while attending the setting. There is a wide range of information available for parents, both within the setting and on the pre-school website, regarding children's welfare and learning. The pre-school has established good relationships with the local maintained nursery and childminders, which supports continuity in care for children when they attend more than one setting. Furthermore, they work closely with the local school, which supports the children in making a smooth transition as they become school age.

### **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	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

<b>Unique reference number</b>	EY467001
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	928914
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Dawnies Little Stars Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07547368286

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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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