

# Doves Day Nursery

1 Stoke Road, Gosport, Hampshire, PO12 1LT

## Inspection date

13/02/2014

Previous inspection date

05/09/2013

### 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

- The provider has a clear and focused attitude to continually evaluating the provision and increasing staff knowledge to strengthen and fully support children's ongoing progress.
- There are strong systems in place to ensure the suitability of adults and promote staff understanding of safeguarding and protecting children.
- The nursery maintains high ratios of staff to children in all nursery rooms and this fully promotes children's safety and enables them to manage any small risks and hazards well.
- Older children have access to a wide variety of planned activities and free play that clearly includes depth and breadth across all areas of learning and continually challenges their development.

#### It is not yet outstanding because

- Staff planning does not always share how to provide stimulating and meaningful activities to increase babies and toddlers learning.
- Some parents do not regularly see and contribute to children's learning records and in this way enhance children's progress with any home achievements.

## 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 viewed all areas of the nursery and met staff and children.
- The inspector observed a range of activities and daily routines during indoor and outdoor play.
- The inspector spoke with children, staff and parents and viewed a range of documentation.
- The inspector provided feedback and gave the inspection judgements.

## Inspector

Christine Clint

## Full report

### Information about the setting

Doves Day Nursery registered in 1996 and is privately owned. The nursery operates on two floors of a converted building in Gosport in Hampshire. Children use the dedicated rooms according to age and stage of development and they have access to a secure outside play area. The nursery is registered on the Early Years Register and opens from 7 am to 6 pm Monday to Friday all year round. Children attend for a variety of sessions or for full day care. There are currently 80 children on roll in the early years age group. The nursery receives funding for free early education for children aged two, three, and four. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. A total of 17 staff work directly with the children including the provider and two managers. Two staff hold Early years Professional Status and one staff member has a Foundation degree in Early Years Childcare. The majority of remaining staff are qualified in childcare and learning at level 3.

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

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

- strengthen the planning for baby and toddler activities to further stimulate and develop more meaningful play towards their next steps in learning
  
- provide further opportunities for parents to see and contribute to children's learning records and increase the links with home learning

### Inspection judgements

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

The provider and staff competently organise and supervise activities and daily routines to enable children to make continual progress. Children have a wide range of play provision throughout all nursery rooms and ample opportunities for free play. This enables them to make continual choices and increase their independence. Staff use all areas of the provision well and they often create spontaneous small group activities in vacant rooms to add different challenges for children during the daily routines. For example, staff include short, planned activity interludes based on children's next steps in learning. Staff encourage children to assist them by finding the items inside the 'story sack'. Children eagerly handle the train track, they count with staff and talk about the shapes they make as they join the pieces. Staff show a strong focus on specific aspects of learning by effectively using a story with pictures to link with the activity and this short play session increases children's level of focus and concentration.

The daily circle time activities for older children enable staff to strongly develop children's growing confidence. Children engage well with staff, they learn to listen and respond appropriately and staff show competent skills of managing these larger group times. Children join hands and sing, they learn to recognise the days of the week and the time of the day. Children take turns to say their names and they learn to listen when another child or adult is speaking. Staff use stories and encourage children to practise rhyming words. This regular group focus fully encourages children's progress in speech and language. Children have ample free play and they are keen to demonstrate how they can write their names on their drawings. Staff praise and support children for forming the letters of their name well. Children show high levels of involvement in imaginary play. They wear hats and carry bags for extended periods. They continually seek each other to carry out their planned 'nursery' play. They use the dolls and the home corner resources to extend their pretend play routines. In this way children are gaining independence to follow their own play ideas, enabling them to reflect their understanding of the world around them.

Babies and toddlers have ample freedom and space to seek resources that interest them and they learn through many daily routines. They know how to press buttons on interactive toys to make sounds and they recognise and fit simple puzzle pieces together. They are encouraged to make marks with chalks and find small pictures to fix on the interactive board. Staff explain how they use the pictures to develop toddler's speech and language and staff show a precise knowledge of each child's level of development. However the daily planning for activities is not fully up-to-date and this results in less focus or meaningful play to fully stimulate the interest of babies and toddlers to further extend their learning.

Staff competently provide records of learning for each child attending. They gain clear details about children's development from parents at the start and they share information very regularly. Key person staff observe children's play closely to gain precise knowledge of their interests. This enables them to have strong information about children's level of learning and progress. Children's individual assessments show that staff are competently using the prime areas of learning, these include communication and language skills, physical development and personal, social and emotional development, for assessing younger children. This enables them to write precise progress reports for the parents of two-year-old children attending.

Parents are welcomed into the nursery and they eagerly explain how staff support their children's development. They clearly appreciate the individual focus provided by key person staff to meet individual needs. There is regular verbal liaison to share information, however some parents state they have less opportunity to see and contribute fully to children's records of learning and in this way strengthen children's progress with learning from home.

Children successfully prepare for moving on in their learning because staff encourage them to manage their own personal care. Children know how to put on their coats for outside play and they clearly learn to follow all the nursery mealtime routines. Staff are good role models and they positively encourage children through frequent praise. Children meet the teaching staff from local schools before they attend and they practise school routines regularly through the daily circle times that increase their listening and

responding skills.

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

The nursery has a fully established key person system and staff effectively encourage children to settle and gain a sense of belonging in the nursery. They work with parents and provide ample opportunity for flexible attendance times and in this way they successfully meet the needs of families. This promotes good relationships and helps children to form attachments. Staff encourage children to take responsibility and consequently children follow the daily routines well. Staff offer frequent praise to raise children's self-esteem. Children demonstrate positive behaviour and happily create play scenarios. This shared play supports children's ability to form relationships and develop trust. Children also learn more about managing their own behaviour in this way. Children's personal, social and emotional behaviour is fully encouraged throughout all activities and daily routines.

All children have ample opportunities for developing physical capabilities safely during their play. They negotiate the stairs with close supervision, they move between rooms and manage single steps independently and confidently. Babies and toddlers have wide open floor space and this clearly enables them to learn to walk and clamber safely using toys and soft play apparatus for support. All children have continual access to the varied outdoor play facilities. They ride on wheeled toys; use the tyres for clambering and steering around. They learn to dig and shovel the sand and they use tools and brushes to paint with water. Children capably use the pieces of guttering to arrange sloping chutes for water or toys to descend and they responsibly and safely negotiate this between each other. This shows close cooperation and team work to overcome any hazards.

All children show they are effectively gaining an understanding of being healthy. They are very active throughout the day and they eat well at mealtimes. Children have freshly cooked food and they are eager to sit together at mealtimes. Staff use these daily routines to increase children's understanding of safety when getting on and off chairs and when using cutlery. Children manage their own toileting as they become capable and they clearly follow hygienic routines of hand washing before meal and snack times. Staff assist those children that need help blowing their noses and talk about what to do with children as they find a tissue. Children have regular water to drink throughout the day and milk at snack time to maintain their nutrition.

The nursery is clean and hygienic. Staff provide a wide range of resources and planned small group activities to fully support children's all round development in each area of the nursery provision. Staff also provide good opportunities for children to mix across age groups at times when nursery attendance is lower at the beginning and end of the day. This increases children's growing awareness of the wider play provision available.

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

The provider has a very clear understanding of her responsibility in meeting the learning and development requirements. She works with senior managers to plan and organise the nursery provision and continually make improvements. There are high levels of qualified staff and good deployment throughout the nursery rooms to manage children's continual supervision. The provider plans and organises frequent staff meetings to effectively share information and cascade any recent training. In this way staff increase their understanding and keep up-to-date with current information. Consequently, the systems in place to manage children's progress and learning have successfully evolved. The provider has competently developed processes to enable her to check children's level of progress and work with staff to close any gaps in children's achievement.

The nursery follows well-organised procedures for safeguarding children and there are detailed policies in place. Staff have a clear understanding of child protection and know the signs and symptoms of concern. They also know there are dedicated nursery procedures in place to refer any concerns. The regular staff meetings provide staff with ample opportunity to raise any individual concerns. The provider holds detailed records of all staff and proof of their individual suitability. There are also thorough annual appraisal systems which demonstrate a responsible attitude to maintaining staff suitability and identifying training needs. Records show that the provider follows detailed systems of staff induction and these include all requirements and nursery routines for safety and risk assessment. Staff in each nursery room complete daily checks and assess any hazards to children and this ensures staff continuing awareness and understanding of managing children's safety. The nursery follows well-organised systems for documenting all requirements. Children's daily attendance times are fully in place and there are individual records for all accidents and medication administered. The provider reviews all recorded accidents and incidents every month to assess any ongoing risks to children's safety. There are well-maintained ratios of staff to children in all nursery rooms and this supports children as they move throughout the premises and especially at mealtimes.

The provider has a clear and focused attitude to continually evaluating the provision and she uses the staff meetings to widen staff knowledge and develop ideas. This often leads to room changes to ensure that staff and children use all areas of the premises effectively, according to the varying numbers of children attending in different age groups. The provider has also recently focused on staff observation and recording skills and this level of concentration has developed clearer and more precise information to aid children's progress. The provider has many years of experience and willingly works with other agencies to support children and families. She liaises regularly with a network of early years provision to meet local needs.

## 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>	110125
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	950968
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	54
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Caroline Walsh
<b>Date of previous inspection</b>	05/09/2013
<b>Telephone number</b>	023 92425281

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

