

Dawny's Daycare

WOBURN ARMS, Addlestone Moor, Addlestone, KT15 2QH

Inspection date

Previous inspection date

11/03/2014

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

- Staff have effective partnerships with a range of professionals involved in children's care and learning, which supports children's development well.
- Children are happy and settled because they have warm, secure relationships with staff.
- Children behave well because staff use praise effectively to motivate children to behave in positive ways.
- Staff meet the needs of children successfully because they plan carefully and cover all areas of learning successfully.

It is not yet outstanding because

- There are few displays which children can interact with that link to their interests and enhance their learning.
- Resources are available for children to use for mark making, however, they are not fully utilised in all areas, which restricts the opportunities for children to engage in early writing.

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 observed interaction between staff and children.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation.
- The inspector held a discussion with the manager.
- The inspector spoke to parents, staff and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Dawny's Daycare opened in 2013. It is privately owned by Dawny's Daycare Ltd and operates from a converted public house in Addlestone, Surrey. The nursery has access to a secure outdoor play area. The nursery is open 7.30am to 6.30pm Monday to Friday, all year round with one week's closure at Christmas and public bank holidays. The nursery is registered on the Early Years Register. It receives funding for free early years education for children aged two, three and four years. There are 117 children on roll. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. The nursery employs 11 staff members plus the manager, nine of whom hold appropriate early years qualifications. This includes the manager who holds a level 5 qualification. Seven staff members hold level 3 qualifications. Two staff members hold level 2 qualifications and two staff members are unqualified and working towards early years qualifications.

What the setting needs to do to improve further

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

- encourage children to transfer writing tools and materials into play situations so that they can practise their writing skills further

- develop displays further to link to children's interests and enhance their learning.

Inspection judgements

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

Children make strong progress in this spacious, well-organised nursery. Staff plan a wide range of exciting activities based on the areas of learning. Plans reflect children's interests and skills and this results in good levels of engagement of children in activities. Children have freedom of choice to play indoors or outdoors to suit their different learning styles. Staff provide structured learning through adult-led activities, which is balanced by children creating their own play from their choice of resources. Children's learning is enriched by visits from specialist teachers, such as music and movement and French language. This supports children physical development and communication skills, respectively.

Staff sing action rhymes and songs with children who enjoy the associated actions. They learn about names of body parts as they join in with the rhymes and learn about differences in sound. Children enjoy selecting their favourite stories, which staff read in lively tones and introduce the children to any new words. They ask children open questions related to the story and this encourages children to practise their language skills

as they respond. Staff teach older children about letters and sounds through daily fun sessions. For instance, children play games to identify letters and their associated sounds, which supports their early reading skills well. Although there is a writing area equipped with a range of tools and materials, this is not well used by children. In play situations, such as role play, there is little provision to encourage children to engage with early writing. Staff support children's counting skills by using a crocodile character and ask children to count the number of spikes on the crocodile's back. They offer challenge to the children by presenting different numbers of spikes to extend their counting skills. Staff encourage children's language skills by using puppets to engage children in conversation. Some displays link to different concepts and support children's learning, however, links with children's interests are less well developed. Children develop good small muscle control as they knead, roll and squeeze play dough. Children learn through the wide selection of resources and the good support they receive from the staff team. The range of activities available meet the age and developmental needs of the children to enable them to develop valuable skills for later use in school.

The outdoor area provides a stimulating range of activities that enhances all aspects of children's learning. Staff teach children about the life cycle of plants by planting and growing bulbs in the digging area. A sensory area encourages children to use all their senses. Staff encourage the children to listen carefully and observe closely so that they develop their concentration skills and deepen their understanding. Staff make timely interventions in children's play to extend their imaginative skills. They encourage other children to join in and this supports children's social skills. The children have access to a wide range of equipment to develop their physical skills that offers challenging experiences. For example, they carefully hold onto a rope and go up a climbing wall. They balance across planks and propel forwards on ride-on wheeled toys, carefully negotiating space. Staff teach children how to throw and catch a ball and this supports children's physical coordination skills well. In addition, there is a large, bright soft play room where children challenge themselves by arranging the cushions so that they can climb, balance and move in different ways.

Children who learn English as an additional language make good progress because staff use effective ways to support their language skills. For instance, staff use puppets to encourage simple conversation and learn key words in children's home languages to support their communication skills. Staff work closely with community health professionals to enhance the progress of children with special educational needs and/or disabilities. They make individual plans tailored to meet the precise needs of each child, which facilitates children's good progress.

Staff maintain comprehensive digital records on children's development, which they use effectively to inform planning. They carry out regular, good quality observations, which they use to determine children's next steps for learning. Staff carry out progress checks on children aged between two and three years and provide written summaries to parents. This helps to keep parents informed of their children's progress.

Partnerships with parents are good. Parents can observe their children through remote access secure closed circuit television at the nursery and this provides reassurance and an awareness of the activities undertaken by their children. Parents have secure access to

their children's online learning journals maintained by staff so they have current information on their children's progress. They also share their observations in the online journals and talk to staff each day. This provides good opportunities for parents to be involved in their children's learning. Staff provide further effective ways for parents to be involved by offering workshops on how children learn through play.

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

Children settle well in this warm, secure nursery. Children have strong attachments with staff, which supports their happiness and well-being. Staff help children to settle well by linking activities to children's interests and skills. Babies are content because staff pay careful attention to their individual home care routines. They maintain babies' individual routines in the nursery providing familiarity and reassurance.

The nursery is bright, inviting and well-resourced. Resources are accessible to children, which enables them to make independent play choices. Staff teach children how to be safe by reminding them to take turns on the climbing wall to avoid accidents. They teach children to tidy away resources from the floor when they have finished using them to prevent other children tripping over them. Children have good self-care skills because they put on their coats and shoes independently, with staff providing assistance to younger children. The children wash their hands independently and understand why they need to keep their hands clean. Staff provide comfort and support babies' well-being by changing nappies in bright, comfortable, clean areas.

Children have strong independence skills. They serve themselves from the fruit bar using tongs skilfully to make their own selections. They pour their own drinks and put their bowls and cups away when they have finished their snacks. Staff ensure that children are protected from consuming unsuitable foods because they maintain a list of children's special dietary needs. Staff provide children with good opportunities to develop good physical skills because they have daily fresh air and exercise in the well-equipped outdoor area and indoor soft play area.

Staff are gentle and calm with the children and this supports the management of children's behaviour well. Staff use praise to motivate children to behave in positive ways and offer explanations why certain behaviour is not acceptable. Children behave well because they are clear about staff expectations and they understand the routines. For instance, staff use musical instruments to signal different events in the nursery day, which helps to gain children's attention so that changes are orderly. Staff prepare children well for when they transfer to new group rooms at the nursery by spending time visiting the new rooms with the children. This helps children to get used to staff and new environments before they move. Staff have good links with local school teachers who visit the pre-school children to get to know them before they start school. This supports children to settle readily at school.

Staff help children's understanding of difference by celebrating and discussing special cultural or religious events. For example, staff and children created a Chinese restaurant

role play area where children sampled various dishes to celebrate Chinese New Year.

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

Children are kept safe in this secure setting. The manager has good knowledge of her role and responsibilities in relation to the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff are vetted thoroughly for their roles because the manager has attended a 'Safer Recruitment' course. This helps to keep children protected from harm. Staff carry out risk assessments covering all aspects of the nursery and this protects children further. Staff have a good knowledge of procedures to follow should they be concerned about a child. Over half of the staff team are qualified in first aid so children are supported well in case of accidents and emergencies. The whole of the nursery is monitored by closed circuit television which prevents intruder access and supports children's safety effectively.

The management supervises staff well and carries out regular staff appraisals. This helps to identify any performance issues and training needs so that appropriate help is offered. For instance, staff attended a course on 'Babbling Babies' to enhance babies' early communication skills. This led to staff introducing a range of different textures for babies to explore so that staff can use words to describe the textures in simple sentences.

Management monitors the nursery well. The manager carries out daily walks around the nursery to check planning and nursery practice. This provides a direct way to gain good awareness into the quality of planning and practice. In addition, the manager carries out regular staff observations and provides feedback to staff to improve practice. The digital system used for children's assessment provides staff with clear information on children's development and enables them to identify quickly any operating below expected developmental levels. Staff use this information to make plans of how they will close the gaps in learning. The manager has direct access to all children's digital assessment records, which are checked regularly to ensure that observations and evaluations are of a good quality.

Staff have very effective partnerships with others to support children's care and learning. For example, staff work closely with the local children's centre who refer children to the nursery and staff direct parents to their range of services. Staff receive advice and support from the local authority early years department. Children's learning is also supported by the good partnership that staff have with parents who contribute well to their children's learning.

Management has identified clear areas for development of the nursery because it regularly analyses all aspects of the provision. For instance, management plans to introduce a mentor scheme to enhance support for new staff when they begin working at the nursery. The nursery operates effectively and has good ability to maintain this in future.

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	EY466018
Local authority	Surrey
Inspection number	932625
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	72
Number of children on roll	117
Name of provider	Dawny's Daycare Limited
Date of previous inspection	not applicable
Telephone number	01932621699

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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
Store St
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M1 2WD

T: 0300 123 4234
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