

# Do Re Mi Day Nursery

Unit 5, City West Business Park, St Johns Road, Meadowfield Industrial Estate, Durham, DH7 8ER

## Inspection date

Previous inspection date

28/04/2014

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

- The quality of teaching is consistently good and some is outstanding. Staff demonstrate expertise in the use of music, song and rhythm, in order to develop children's communication and language skills.
- The provider and manager place a strong emphasis on supporting their staff team. Ongoing support, coaching and training is provided, which enables all staff to further develop their already very good practice and supports children's achievements over time.
- Children are effectively safeguarded. Robust systems are in place to ensure all staff working directly with children hold appropriate qualifications, are suitable to fulfil the requirements of their role and have had appropriate checks carried out.
- Children are supported in their learning at home as good partnerships are developing to involve parents in their child's learning and development.

### It is not yet outstanding because

- Opportunities for the youngest children to extend their already very good exploration and investigation skills are not fully maximised.
- There is scope to improve children's independent access to displays to enable them to look at and talk about photographs of themselves and other children.

## 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 carried out a tour of the nursery.
- The inspector checked evidence of suitability and qualifications of staff working with children and the manager's self-evaluation form and action plans.
- The inspector observed teaching and learning activities in all nursery rooms, including the outdoor environment.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager of the nursery and discussed a range of policies and procedures.

## Inspector

Nicola Jones

## Full report

### Information about the setting

Do Re Mi Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises within Meadowfield Industrial Estate in Durham and is managed by a private individual. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above, including the registered provider, who holds Qualified Teacher Status. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 16 children attending, who are in the early years age group. The nursery 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.

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

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

- extend opportunities for the youngest children to freely explore resources, in order to develop further their very good investigation and exploration skills
- extend the already good opportunities for children to develop independence skills by ensuring all resources are positioned at child-height, with particular reference to photographs located on the wall of the nursery.

## Inspection judgements

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

Staff demonstrate a high level of awareness of how young children learn and develop and ensure all children feel known and valued as individuals. They respect their own rate of development and support them in ways that are right for each child. Staff manage children's time effectively, so that they have the opportunity to become deeply involved in their activities and to follow their ideas through, including returning later to continue their explorations or creative expressions. As a result, children thoroughly enjoy the time they spend in the nursery and their individual needs are very well met. Although, the nursery has only been open for a relatively short period, children are beginning to show signs of making good progress based on their individual starting points. Staff regularly observe children as they play. This enables them to discover what children are interested in, understand what they know and can do and identify patterns of play. For example, when staff notice children drawing circular patterns they plan experiences and activities to extend their interest in rotation patterns. This is documented very well in children's

individual learning journey files, which demonstrate how they are achieving across all areas of learning. This information is tracked over time to demonstrate progress.

This newly established nursery has been set up with the aim of enhancing children's learning and development through music. This philosophy runs through all aspects of practice and staff demonstrate very strong knowledge of the importance of music, singing and the development of a steady beat in developing children's all-round development. The quality of teaching is consistently good and some is outstanding. Staff demonstrate exceptional skills in developing children's communication and language skills. They make up songs and rhymes about their actions as they play. This enables children to learn new words rapidly and begin to use them in communicating. Staff model building sentences by repeating what children say and adding additional words. For example, when children say 'ball', staff say 'it's a red ball'. This helps children to gain the skills required for school, when the time comes. Children for whom English is an additional language are equally well supported to make progress in their learning. Staff actively seek key words from parents to enable children to use their home language in play and learning activities. Children thoroughly enjoy enhancing their exploration and investigation skills in both the indoor and outdoor environments. A mud kitchen has been introduced outdoors and children become deeply engaged in their learning as they scoop and pour mud and water from one container to another. Indoors, very young children demonstrate exceptional skills for their age when they use spoons to transfer porridge oats from a large trough into a small metal container. This supports their physical development very well. However, opportunities for the youngest children to develop their already very good exploration and investigation skills are not always maximised. This is because, occasionally, staff sit with children on their knees, restricting their ability to freely explore.

Parents are kept well-informed about their child's progress. An ongoing dialogue on learning and development is maintained, leading to improved achievement for children. In addition, informal parents gatherings are planned to provide opportunities for staff and parents to share knowledge about children's learning and development. Parents are encouraged to share example of their child's learning at home. They complete documentation to share home experiences and talk to staff on a daily basis. This helps to build a full picture of children's learning and development and supports children's learning both at home and in the nursery. For example, when children make visits to the farm with their parents, staff build upon their experiences to extend their learning further.

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

Children and their parents receive a warm welcome at this newly established nursery. Staff are highly skilled in helping children form secure attachments and have a clear understanding of their role as a key person. This supports children to feel good about themselves, be confident and develop strong relationships with their key person and other members of staff around them. Children spend time playing together in both rooms in the nursery. Older children enjoy interacting with their younger peers, often acting as role models and helping them to stay safe. For example, older children demonstrate good awareness of keeping themselves and others safe when playing in the outdoor

environment. They roll large balls, ensuring they avoid the spaces where younger children are playing. Children behave very well in the nursery. This is because there are agreed procedures in place outlining how to respond to changes in children's behaviour, this is shared with parents to maintain a joint approach. Staff praise children's positive behaviour and give gentle reminders of rules throughout the day. This helps children to develop an awareness of the boundaries set and of behavioural expectations in the nursery.

Children are very well supported emotionally when they first begin attending the nursery. Effective settling-in procedures are in place. For example, children make a number of visits, dependent on need, before staying on their own and good quality information is gathered from parents. This ensures continuity in children's physical and emotional well-being. The provider has been proactive in establishing links with local schools. There are plans to share learning and development information. This aims to ensure all practitioners work together to provide continuity for the child, when the time comes. Generally, good opportunities are provided for children to develop their independence skills. They wash their own hands, help to pour their own drinks at meal and snack times and help to tidy up the nursery, returning all toys and equipment to their correct place. However, occasionally, opportunities to develop children's independence skills even further are not provided. This is because some resources on displays are not always fully accessible. For example, photographs of children are located too high on the walls of the nursery. This means that they cannot independently look at pictures of themselves and other children without relying on staff to pick them up.

Children are encouraged as much as possible to move freely between the indoor and outdoor environments. Although, the nursery has only been open for a relatively short period, careful thought and consideration has been given to both areas to ensure they are stimulating, well-resourced and welcoming. Children's all-round development is well supported and their physical well-being is enhanced by daily opportunities to access fresh air and be physically active and exuberant. Children enjoy running up and down the grassy slope, kick and roll balls up and down the pathway and engage in a variety of imaginative and creative experiences to stimulate their senses. There are plans to develop opportunities for learning even further in the outdoor area by incorporating a space where children can dig and grow their own plants and to develop a sensory area. Staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a healthy diet. They provide them with fresh, balanced and healthy foods throughout the day and talk to them about the importance of eating fresh fruit and vegetables. Children demonstrate their understanding during mealtimes by making comments, such as 'I like my carrots and peas at nursery'.

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

The provider and manager fully understand their responsibility in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. They support all staff very well to create a high quality setting, which is welcoming, stimulating and safe and where children are fully protected from harm. Robust

systems are in place to ensure all staff working directly with children hold appropriate qualifications, are suitable to fulfil the requirements of their role and have had appropriate checks carried out. All staff are well versed in what to do should they have concerns about a child. This means that children are effectively safeguarded and their welfare is monitored closely. There are clear and well-understood policies and procedures in place for assessing risks to children's safety. For example, daily risk assessments are carried out by all staff to ensure areas accessed by children are safe and any hazards are quickly identified and removed.

The provider and manager have a vision to create a nursery which is 'an inspiring and imaginative place and gives children the best learning opportunities where they can create amazing memories'. They are fully committed to creating, maintaining and improving the nursery, so that it meets the highest standards and offers the best experience for children. The views of parents, staff and children are actively sought to support the identification of areas for improvement. For example, questionnaires have recently been sent out to gain the views of all staff and parents within the first four months of opening. Staff are provided with good opportunities to improve their knowledge and skills through in-house training and ongoing support. The manager is based within the nursery rooms and offers daily support and coaching. She maintains a good overview of the educational programmes provided both indoors and outdoors and gains first-hand experience of what is working well. Effective systems are in place to monitor progress for each individual child attending. This ensures children's strengths and weaknesses are identified and intervention is received at the earliest possible stage. This is further supported by effective supervision, induction and mentoring arrangements. This enables staff to discuss individual children's progress, address any issues and accurately identify training to support their own professional development, promoting the interests of children.

The provider, manager and staff team are committed to working with parents. Very good quality information is provided to keep them updated with their children's achievements and effectively signpost them to external agencies and services, if required. This meets children's needs and helps to address their individual circumstances very well. The provider has been proactive in developing partnerships with local schools, in preparation for when children leave the nursery and move into school. For example, head teachers from local schools attended an informal session when the nursery opened. Partnerships are developing with external agencies and services and links have been made in preparation for children who may attend with special educational needs and/or disabilities. This helps improve communication and coordination between professionals, staff and 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	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>	EY469338
<b>Local authority</b>	Durham
<b>Inspection number</b>	942972
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	39
<b>Number of children on roll</b>	16
<b>Name of provider</b>	do re mi Day Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0191 4470907

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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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