

Dolphin Day Nursery

Falconers Hill Infant School, Ashby Road, DAVENTRY, Northamptonshire, NN11 0QF

Inspection date	09/06/2014
Previous inspection date	26/11/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Strong, innovative leadership and management ensure that all practitioners have excellent opportunities to further their professional development. The staff working directly with the children share that they feel well supported by the management team.
- Steps taken to safeguard and promote the children's good health are robust. Staff comprehensively identify and successfully minimise potential risks. Their excellent knowledge of the signs of abuse and awareness of their responsibilities to protect children ensure that children in their care are fully safeguarded.
- The nursery provides an excellent range of exciting activities, through which all children optimise their learning. Children make very strong progress across all areas as practitioners have an excellent understanding of how children learn through their play.
- Sharply focused self-evaluation includes the views of all practitioners, professionals, parents and children. This means that areas for improvement are clearly identified and swiftly acted upon.
- The partnerships with parents and other early years professionals involved in the children's care are extremely strong. Parents hold this nursery in very high regard.

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 observed activities in the playroom and the outside learning environment.
- The inspector conducted joint observations with the manager and her deputy.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Hayley Lapworth

Full report

Information about the setting

Dolphin Day Nursery was re-registered in 2008 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a self-contained building adjacent to Falconers Hill Infant School in Daventry, Northamptonshire. Children have use of five main group rooms and there are two enclosed areas available for outdoor play. The nursery is open from 7.30am until 6pm all year round, with the exception of Bank Holidays and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-olds. Children attend for a variety of sessions. There are currently 132 children on roll, 116 of whom are in the early years age group. The nursery also provides before and after school care. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 13 practitioners. Of these, nine hold appropriate early years qualifications at level 3 and two hold Early Years Teacher status. The nursery receives support from the local authority and is a member of the National Day Nurseries Association and the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- consider the use of some resources in activities so that children have opportunities to continue their play, for example, by replenishing the water in the baby bath more frequently when the babies splash some of it out.

Inspection judgements

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

Children are very happy and they are making superb progress within this vibrant, stimulating and very welcoming nursery. Practitioners skilfully use their broad knowledge of how children learn and develop, to observe their progress and effectively plan for their future learning. They fully understand the characteristics of effective learning, and their teaching methods ensure children are keen and motivated to learn. Regular and well-focused observations of the children's learning and precise assessments are used to plan for their individual next steps. Parents are invited to share all they know about their children in relation to their starting points when they first attend. A vast range of communication is used to continually share the practitioners' observations of the children's learning with their parents. In addition, effective methods are in place to encourage parents to share their observations of their children's learning at home. All of these methods are highly effective in helping parents to be fully involved in their children's learning and development, and activities superbly relate to the children's individual interests and needs.

Children's personal, social and emotional skills are excellently promoted from a very young age. Babies spend lots of their time with familiar practitioners on a one-to-one basis, showing enjoyment and enthusiasm as they play together. They are fully supported as they explore their immediate environment and especially in building relationship with staff and their peers. Practitioners sit with the babies at their level, engaging with them through lots of verbal communication, eye contact and body language, responding effectively to any contributions the babies make. For example, practitioners are swiftly alerted to their movements, their sounds and changing signs in their emotions. Consequently, the babies are emotionally secure and extremely comfortable in their surroundings. Older children in the 'dolphin club' are given lots of opportunities to independently form relationships with their peers with minimal adult intervention. Groups of older children sit together in a very relaxed environment talking about their day at school. They talk about their home life and share fun experiences including past events, such as a birthday party. The older children are also confident and articulate in talking to visitors, such as the inspector. They keenly share why they like spending time in the club. For example, they share they love to come to make bracelets and chat with their friends.

All ages of children confidently choose from an abundance of toys, activities and books that wholly interest them, both indoors and outside. The majority of these are all swiftly replenished as and when necessary. Children select between games which encourage their senses, such as feeling objects under a cover and trying to work out what object it is, and music and movement. Due to the excellent range of activities and learning opportunities available to the children, they are prepared extremely well for their readiness for school.

Children's communication and language skills are fantastically enhanced in all activities. Story time with props and aids are excellently delivered by practitioners. As a result, children are highly engaged and motivated. Practitioners change the volume and tones of their voices to express emotions, such as excitement, when reading to a group of children. As a result, children feel and share the excitement and giggle in anticipation about what is going to happen next.

Practitioners know their key children and monitor inclusion extremely well. They observe children who are less engaged and sensitively draw them in through their interests, appropriate to their level of development and understanding. Children with special educational needs and/or disabilities and children who speak English as an additional language are exceptionally well supported. Resources to support children in learning English are fun and innovative. For example, recordings of languages, such as Polish, are available at the children's level in speech bubbles that they can press and listen to at any time.

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

The partnership with parents and others involved in the children's care is outstanding. Children are fully supported by sensitive, caring practitioners in the transition from home to the nursery setting. In addition, older children are exceptionally well supported as they prepare to move on to school. For example, children in the pre-school are helped to build relationships with their older peers who are already attending school. Teachers from the

local school are welcomed into the setting to meet the children in surroundings they are familiar with. Their key person spends time with the children's teachers and shares what they know to support a smooth transition. Superb organisation of resources encourages children's independence as they are able to choose and select resources for themselves. This practice supports them in readiness for the next stage in their lives, for example, moving to another nursery or on to school.

Children are settled, happy and confident in their surroundings. Practitioners working with the younger children are especially sensitive towards their needs and ensure they all receive excellent care and support in relation to their individual needs. For example, by providing one-to-one warmth and monitoring when they suspect a child in their care is unwell. Sleeping children are effectively monitored at regular intervals ensuring their safety and well-being. The group's policies and procedures are consistently implemented; prescribed medication is administered and fully recorded; parents are contacted at the first sign of illness and are advised by staff to contact their doctor; parents are informed about accidents and exclusion periods are upheld. To further promote a healthy environment, parents are asked and reminded to wear shoe coverings when entering the baby room. Consequently, parents are kept fully informed and the spread of infection is minimised.

Behaviour is excellent. Practitioners effectively encourage children to show consideration and learn to respect adults. For example, staff speak to children when they do not watch where they are walking and stand on visitors' toes. They are encouraged to apologise and are guided on how to take more care. Children are consistently praised for good behaviour through small rewards, such as stickers. Therefore, they ooze show self-esteem and are learning the difference between right and wrong.

Practitioners support children very well in understanding the importance of a healthy body and diet. Music and movement activities superbly promote children's awareness about why exercise is good for them and what happens to their bodies in hot weather. Children have many hands-on experiences where they investigate food qualities and decide if certain foods are good or not so good for their bodies. Children discuss what happens to a strawberry, for example, when it is blended. Food making and tasting activities also include using produce they have grown in the nursery garden. Therefore, children are learning about many aspects of a healthy lifestyle, which contributes significantly to their overall well-being. The nursery have been awarded a high food hygiene rating. In addition, they have received gold awards for their participation in schemes that promote children's health and healthy environments. Healthy, nutritional meals are provided with a high emphasis placed upon using fresh produce, minimising fat and salt wherever possible. Meals are prepared to a consistency that is appropriate to the children's needs. For example, many meals in the baby room are blended or mashed to ensure there are no big lumps, preventing hazards, such as choking. Children are developing a strong ability to attend to their self-care needs and they learn how to keep themselves safe. For example, older children learn to consider their own safety when there are too many children playing in one small area. Nappies are changed regularly and children who are less independent in their toileting are thoroughly and sensitively supported by practitioners.

The effectiveness of the leadership and management of the early years

provision

Management and staff provide an extremely welcoming environment, and excellent measures are in place to promote children's health and safety. A comprehensive risk assessment ensures that potential hazards have been identified and thoroughly addressed. Children are always fully supervised and required staff-to-child ratios are at times exceeded. Practitioners ensure that children are never left unsupervised with a person who has not been vetted, and all staff have completed Disclosure and Barring Service checks determining their suitability to work with children. Management and staff are extremely knowledgeable about their responsibilities in keeping children safe from abuse, including reporting procedures that they follow without delay. Parents are provided with information on their Local Safeguarding Children Board procedures. Recruitment and selection procedures are highly effective, and recently appointed staff are being exceptionally well monitored and supported to ensure that children's needs continue to be extremely well met. Staff share they feel extremely well supported by management; they have opportunities to attend training to keep their knowledge and practice up to date, which positively impacts upon this high quality provision.

A thorough system is in place to deal with complaints. The management team welcomes comments and suggestions from parents through a variety of means. The views of other professionals, staff and the children are fully considered and used to inform the nursery's self-evaluation process. For example, one father recently suggested, when asked, how to get dads more involved in the nursery. Management have taken this suggestion on board. Suggestions made by staff that have been implemented include creating a children's library to loan nursery books.

The management team work very well together and are strong leaders. They continue to use their wealth of experience and knowledge to ensure that past outstanding care and education has been maintained. They swiftly act upon any minor suggestions raised through inspection and keenly welcome support from their local early years advisers. The educational programmes are successfully monitored by room leaders and management in order to ensure all children's care and learning needs are continually met. Practitioners are highly successful in ensuring that all children make as much progress as they can in relation to their starting points. Their current priority for improvement is to further develop the parental questionnaire, in order to fully ensure adults who speak English as an additional language can fully share their views.

The information obtained from parents on their child's individual care and learning is outstanding, and communication between staff and parents is excellent. The overall majority of parents are extremely pleased with the whole service. They share that the care is excellent and the activities are brilliant. Some parents have used this service for many years, stating they never have had reason to complain; the relationships with management and their children's key person are excellent. Other professionals working in partnership with this nursery share that the environment is very welcoming, staff are very professional and written reports on children's development are detailed and factual.

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

Unique reference number	EY399838
Local authority	Northamptonshire
Inspection number	973334
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	132
Name of provider	Dolphin Day Nursery limited
Date of previous inspection	26/11/2013
Telephone number	01327 301600

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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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