

Domino Nursery School

United Reform Church, Home End, Fulbourn, Cambridge, Cambridgeshire, CB21 5BS

Inspection date	22/09/2014
Previous inspection date	12/11/2008

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

- Practitioners use their secure understanding of the Early Years Foundation Stage to inform and implement purposeful teaching techniques. They use assessments of children well in order to plan activities that support each child in making good progress.
- Practitioners work well as a team. They exchange relevant information about the children and conscientiously evaluate activities and their daily work. As a result, children's care is consistent and their safety, welfare and development are promoted well.
- Children are motivated and enjoy the daily play opportunities as these are well planned and reflect their current interests. This promotes their positive attitudes to play and learning and prepares them well for school.
- Practitioners work well in partnership with parents, offering home visits so that they fully understand each child's needs. This aids children in settling and they develop secure relationships with their key-person and other practitioners.

It is not yet outstanding because

- Practitioners do not always take maximum advantage of opportunities to extend children's understanding of the uses of information and communication technology.
- Practitioners do not consistently promote children's wider understanding of the relevance of some healthy lifestyle practices to the optimum.

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 main hall and the outside area.
- The inspector talked with children and staff. She held meetings with the manager of the provision and carried out a joint observation with the manager.
- 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 of members of the voluntary management committee. She also checked the provider's self-evaluation information and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kelly Eyre

Full report

Information about the setting

Domino Nursery School was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the United Reform Church Hall in Fulbourn, Cambridge and is managed by a voluntary management committee. The nursery serves the local and neighbouring area and is accessible to all children. It operates from one main room and there is an enclosed area available for outdoor play. There are currently five staff working directly with the children. Of these, three hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The nursery opens Monday to Friday during term time only. Sessions are daily from 9.15am until 12.15pm, with the option of a lunch club from 12.15pm to 1.15pm on Monday to Thursday. Children attend for a variety of sessions. There are currently 19 children attending who are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It receives support from the local authority.

What the setting needs to do to improve further

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

- extend the opportunities for children to explore and use information and communication technology equipment as part of their daily play
- build on the opportunities for children to increase their awareness of the relevance of healthy practices, with particular reference to healthy eating and exercise.

Inspection judgements

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

Practitioners have a confident knowledge of the Early Years Foundation Stage. They use purposeful teaching techniques to support children in making good progress in their learning. Key-persons gather information about children from their parents and share this appropriately with other practitioners so that they have a good understanding of each child's needs and interests. This enables them to offer children relevant support and appropriate activities. Children are happy, settled and keen to play and explore. Their positive attitudes are nurtured by practitioners, meaning that children are well prepared for school and future learning. Practitioners assess the initial information from parents so that they have a good understanding of children's starting points and of the progress they subsequently make. They observe children as they play and keep clear records of their continuing progress and current interests. They efficiently assess this information and use it to plan the next steps in children's learning, feeding these into the daily planning. This means that children are consistently offered a good variety of play opportunities that

interest them and promote their individual learning. There are effective procedures in place for carrying out the progress check for children aged between two-and-three years. These are carried out by the key-person for each child and this supports them in planning appropriate activities and noting any areas where children require additional support. Good communication with parents means that they are encouraged to update practitioners on their children's progress at home. For example, they meet regularly with key-persons and work with them to confirm children's next steps. Parents are also supported well in extending their child's learning. The manager sends out weekly electronic newsletters that inform parents about the activities for the coming weeks and give practical ideas about how to extend these at home.

Practitioners support children well in developing the skills they need for their successful future learning. Their thoughtful provision of interesting resources encourages children to explore, develop their creativity and try things for themselves. For example, a group of children explore lengths of flexible plastic tubing. They pretend to use these to fill the ride-in cars with petrol, developing this role play as they use the tubing as hoses to put out fires. They then realise that they can hear each other if they shout down the tubing and so experiment further by testing how far they can move away and still hear the children speaking at the other end of the tube. Practitioners encourage children to think further as they make good decisions about when to intervene to extend children's play. For example, children playing outside have time to explore the toy kitchen utensils. They use tongs and small spoons to scoop soil into pots and go on to work out that this is more efficient if they use larger scoops. A practitioner then asks them about their play and the children explain they are cooking and selling food. The practitioner offers to be a customer and the children pretend to take orders for food, thus extending their skills in creativity and communication. Thoughtful procedures help children to feel at home and promote their understanding of diversity. For example, each child creates their own 'mood board', which is displayed at child-height in the setting. These contain photographs and illustrations of their family members, favourite food, books and characters. Children love sharing these with each other, thereby extending their awareness of different family compositions, traditions and personalities.

The provision of adequate information and communication technology equipment means that children gain a generally clear understanding of its uses. For example, they use resources such as, toy kettles, microwave ovens and cash registers, as part of their role play. However, the lack of an extended range of resources on a regular basis means that their knowledge of this area is not promoted to the maximum. Children enjoy a wide range of activities that promote their physical development. They learn to balance and coordinate their movements as they use the climbing frame, slide and ride-on toys. Their use of smaller resources such as, paint brushes, construction sets and puzzles, helps them to develop finer muscle control. Practitioners thoughtfully engage children in discussions, extending their language and communication skills. For example, young children participating in a role play picnic are encouraged to name the different food items and go on to talk about their favourite foods at home.

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

Practitioners make good use of the key-person system to support their partnership working with parents. These partnerships begin when practitioners carry out home visits before children start at the setting. This enables them to gain a thorough knowledge of each child's needs, preferences and particular interests. Practitioners then use this information when supporting children to settle. For example, they make sure that children's favourite toys or books are readily available and they see these when they first come in to the setting, helping them to feel welcome and at home. Children are well supported by practitioners and play in mixed age groups throughout each session. This enables them to learn from each other and to develop their social and communication skills, thus preparing them for school. Clear, sensitive explanations from practitioners support children in developing a good understanding of how to manage their own behaviour. Older children are encouraged to support the younger ones in learning the daily routines of the setting and they enjoy doing this, showing care and concern for them. For example, older children show others where the tissues are and readily explain their play to them so that they can join in.

Practitioners' good understanding of each child means that children's needs are consistently met and they develop secure relationships with their key-person and other adults at the setting. Practitioners interact well with the children and show them that they genuinely enjoy being with them. Children react positively to this, happily including practitioners in their play and chatting animatedly with them about their activities and recent events. Children are supported in making independent choices about their play throughout the session. Practitioners also sensitively note children's efforts and achievements and praise them for these. This promotes children's independence and self-esteem and they develop positive attitudes that support their learning when they move to school.

Thoughtful daily routines support children in developing their self-care skills. For example, they decide when to have their snack, helping to serve this and tidying away afterwards. Practitioners support children in developing a generally clear understanding of the importance of healthy lifestyles. For example, before starting a cooking activity, children and practitioners talk about why they need to wash their hands thoroughly. However, practitioners do not consistently promote children's greater awareness of this area to the maximum. For example, children participate in physical activities and enjoy using the outdoor area, where they construct their own obstacle courses and use the play equipment. But their understanding of the effects of exercise and fresh air is not always promoted and extended. Ongoing discussions and clear explanations from practitioners mean that children build a good awareness of safety. They practise the setting's emergency evacuation plan and go on to discuss the roles of the different emergency services and how to call them. They also learn to use equipment and implements such as, cutlery and scissors, safely and competently.

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

Practitioners promote children's welfare through the consistent implementation of the setting's safeguarding procedures. All practitioners have attended training in this area and

demonstrate a good understanding of the process to follow should they have any concerns about children. Practical and robust recruitment and checking procedures ensure that all practitioners are suitable to work with children. All committee members also undergo appropriate suitability checks. Practitioners carry out daily safety checks and regularly review the risk assessments, ensuring that children play in a safe environment. The manager works with practitioners to evaluate their practice and the daily provision at the setting. Their evaluation includes feedback from parents and children and gives them a thorough picture of their strengths and weaknesses. They use this information to plan and implement relevant changes that lead to improvements in the provision for children. For example, recent changes include the addition of improved storage for craft materials. This means that children can see what is available and make independent choices about their resources, thereby extending their play and creativity.

The manager and voluntary management committee set high standards for the setting. They use practical procedures to ensure that practitioners are supported in their work. Each practitioner receives regular supervision and is supported in attending training and developing their practice. This has a positive impact on children. For example, their attendance at phonics training led practitioners to introduce further resources such as, alphabet games, to children's daily play opportunities. These additional opportunities support children in developing their early reading skills. Practitioners work well together and use their regular team meetings to review the setting's policies and procedures. This helps them to ensure that they are meeting the requirements of the Early Years Foundation Stage and are promoting children's health, welfare and development. The manager regularly checks each child's assessment record in order to review their progress. She also discusses this in regular meetings with key-persons. This enables her to identify any areas where further support may be needed. She then works with the child's key-person to access support and develop the activity planning in order to ensure that they do all they can to promote children's good progress.

There are currently no children at the setting who have special educational needs and/or disabilities. However, practitioners are experienced in working with other professionals and have a good awareness of the additional support available. Consequently, they are confident in seeking further help for children and families when needed. The manager attends network meetings with the local school and the pre-school which is attended by some of the children at the setting. This enables her to exchange assessment and planning information and ensure that children's care is consistent and their development is promoted. Practitioners maintain good partnerships with parents and ensure that they are kept well-informed of their child's progress and activities. For example, parents receive weekly electronic newsletters and have regular opportunities to view their child's assessment records. Parents report that they appreciate this ongoing communication and the sensitive approach of practitioners in understanding and supporting the children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	221755
Local authority	Cambridgeshire
Inspection number	864265
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	19
Name of provider	Domino Nursery School Committee
Date of previous inspection	12/11/2008
Telephone number	077696 255 99

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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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