

The Dolphin Pre School and Nursery

5 Raddenstile Lane, Exmouth, Devon, EX8 2JH

Inspection date	21/10/2014
Previous inspection date	04/01/2012

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

- Staff successfully use a range of positive teaching strategies to support children's communication and language. Consequently, children are confident communicators.
- Staff inform parents of their child's learning and development to extend learning experiences at home, to help children make further progress.
- Staff establish warm relationships with children to help them settle quickly and move confidently to different rooms in the nursery as they grow and develop.
- Management and staff effectively evaluate the overall quality of the nursery, to provide positive experience which help children make good progress in their learning.

It is not yet outstanding because

- There are few words displayed in play areas to support children's understanding of print and its meaning, especially for the older children.
- Partnerships with other early years settings do not successfully enable a two-way flow of information to provide fully complementary learning experiences, to help children make further progress.

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 children's play both indoors and outdoors.
- The inspector offered the manager the opportunity to complete a joint observation.
- The inspector talked with some parents, children, staff and senior management.
- The inspector held discussions with the manager.
- The inspector sampled a range of documents.

Inspector

Sarah Madge

Full report

Information about the setting

The Dolphin Pre-School and Nursery registered in 2011. It is privately owned and is situated in Exmouth, Devon. The nursery is spread over two floors, and there is a large outdoor play area. The nursery is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. There are currently 98 children on roll; 93 are in the early years age group. The nursery receives early education funding for two, three and four-year-old children. The nursery is open Monday to Friday from 7.30am to 6.15pm all year round. There are 24 members of staff, including a cook, 18 of which have appropriate early years qualifications. Three members of staff are currently working towards an appropriate level 3 qualification.

What the setting needs to do to improve further

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

- provide further opportunities for children to learn the meaning and use of print in the nursery environment, particularly the older children
- develop partnerships with other early years settings to provide complementary learning opportunities, which extend children's experiences.

Inspection judgements

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

The nursery provision effectively meets the needs of all children. Staff plan activities to cover all areas of learning and meet children's individual needs, to support their development. For example, babies and young children explore messy play materials to learn about textures and investigate the marks they make. Staff encourage parents to share useful information about their child. This supports their children when they start at the nursery and during their move between rooms as they grow and develop. This helps staff to build an accurate picture of children's current skills and abilities. Parents are aware of their children's learning and experiences because staff regularly share children's development records. This keeps them up-to-date with their children's progress. Staff have some links with other early years settings children attend. However, they are not proactive in establishing a two-way flow of information about the children, so they can plan activities that fully complement learning opportunities and build on children's previous experiences. Individual learning plans help staff to identify any gaps in children's achievement, to provide individual support when required. Appropriate arrangements are in place to complete the progress check for two-year-old children.

Staff use good teaching techniques that have a positive impact on children's learning and development. Therefore, children make good progress from their starting points on entry to the nursery. For example, staff actively help children to gain skills they need for the next stage of their development and school. Staff sit with children and talk to them about what they are doing, repeating the words and simple sentences of young children. They helped to extend children's vocabulary by introducing new words, such as hoglet and hibernate. They use effective questioning to extend their learning further and promote their thinking skills. Consequently, children are very confident communicators. Staff promote children's communication and literacy further by using activities to encourage children to recognise and make letter sounds. For instance, older children learn to form links between letter sounds and familiar words. Staff read stories to children, asking them questions to engage them in the activity and extend their thinking. Therefore, children enjoy stories from a young age and listen intently and with real enthusiasm. However, staff do not provide children with print in their play environment to help them learn the meaning of written words. For example, resources in some rooms are labelled, but not in the pre-school room. Staff familiarise children with number names from a young age and encourage older children to count during daily routines. For example, they counted their friends during registration to work out how many children were present. Children learn about growth and living things by helping to care for the nursery's pet guinea pigs, fish and stick insects. They explore which natural items they find sink or float in the puddles in the garden. Staff feed children's interest and enthuse them in imaginative play by prompting them to look for hedgehogs in the garden, and children make homes for the pretend creatures. These activities help them successfully learn about the natural world.

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

Children benefit greatly from a warm and welcoming environment, which meets their individual needs. There is a good range of low-level toys and resources in each area, which encourages children to make independent choices in their play. However, staff do not fully extend children's literacy skills, especially the older ones. There is a lack of written words and labels at the children's height within their play spaces, to help them learn the significance of print. Staff are enthusiastic and approachable, and know their key children well. This promotes children's emotional well-being. Consequently, children have a good sense of belonging. For example, staff and other children warmly welcome children individually who arrive during registration. Children learn effective social skills as staff role model a high level of respect and attentiveness during discussion with individual children. For instance, they show children their full attention by positioning themselves at the same height as children, to enable a good level of eye contact. Children are familiar with routines and anticipate the next activity, such as each element of registration. Staff and parents work closely to help children settle quickly when moving between rooms to a new key person, as they develop. This all means that children feel secure and confident during their time at the nursery.

Children behave well and understand expectations and boundaries for their safety and interaction with others. Staff remind them of the potential consequences of their actions, such as removing aprons fully after use so that they do not trip on the long ties. Children

enthusiastically participate in tidying up when staff indicate this using a shaker. Staff celebrate children's ideas and achievements, which effectively boosts children's self-esteem.

Older children develop good independence skills as they pour their own drinks and dress themselves when going outdoors. They are aware of their own needs and visit the toilet independently. They demonstrate a good understanding of hygiene. For example, they wash their hands and use single-use towels to dry them, to prevent the spread of germs. Additionally, staff remove their shoes when entering children's rooms, which helps to prevent infection coming in from other areas and outside. Staff provide nutritious meals and snacks to help children learn about healthy diets. Children exercise and enjoy fresh air during daily outdoor play. Staff involve children in regular fire drills to help children learn to evacuate the premises quickly and safely in the event of a fire. Risk assessments and daily health and safety checklists enable staff to monitor and ensure the ongoing safety and suitability of the premises. This all effectively promotes children's health and welfare.

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

Management and staff have a good understanding of the Early Years Foundation Stage requirements. They obtain parental consent to take children on local visits and outings. They maintain accurate records of children's attendance, and staff and visitors. This means they have an awareness of all adults who are present in the nursery. Management and staff understand the procedures to follow should they have any child protection concerns about children in their care. The majority of staff have completed first aid training so they are able to promote children's welfare when administering medical treatment or medication. Management organise staff deployment effectively to meet the needs of all children, such as providing appropriate cover to allow staff to take breaks. Parents receive a copy of the good range of policies, to keep them informed of the procedures and routines staff follow. This provides them with reassurance and knowledge about how staff care for their children.

Recruitment and vetting procedures are appropriate to ensure that management are clear about staff experience, competence, and suitability. Induction systems help new staff and students to understand their roles and responsibilities from the start. The manager has introduced peer observations as part of the supervision process, to monitor the quality of teaching. This supports consistent good practice and teaching methods that overall, support children's good progress. Staff have regular meetings with management to discuss training needs and areas for future improvements. Consequently, staff frequently attend additional training to enhance their professional development and implement new ideas. For example, staff in the pre-school room have introduced black spot activities to promote older children's language and listening skills.

There are very good partnerships with parents and carers, and staff have a good awareness of how to seek support from other professionals. This helps to promote continuity of care and results in positive outcomes for all children. Regular meetings with

parents ensure staff share information with them regarding children's experiences and development. Parents speak very highly of the staff, their caring attitude and the detailed information they receive. Parents know their child's key person; they know who to speak to should they have any concerns. Partnerships with other early years settings children attend are not as successful in establishing a two-way flow of information.

Management involve staff in the evaluation of nursery practice. This helps to build a strong team relationship and enable all individuals to identify how they can help to enhance the nursery. Plans to further enhance opportunities for babies and young children to engage in physical play are in place. Parents regularly share their views through questionnaires and staff use this feedback to implement change. For example, previous suggestions regarding the food provided have led management to research and sign up to a healthy eating initiative. Consequently, evaluation of the nursery is robust. This demonstrates the management's strong commitment to drive improvement and the quality of care and learning provided.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY424607
Local authority	Devon
Inspection number	823098
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	98
Name of provider	Raddenstile Childcare Ltd
Date of previous inspection	04/01/2012
Telephone number	01395 272418

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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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