

The Dove Nursery

The Cricket Pavilion, Henfield Common, Henfield, West Sussex, BN5 9RP

Inspection date	06/01/2015
Previous inspection date	16/06/2010

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

- The manager and staff have created a friendly, family atmosphere where children enjoy playing and develop strong attachments.
- Children benefit from high levels of independence, as they can play freely with a wide range of materials and staff are skilled at facilitating their play.
- Children have mature communication and behaviour skills because staff promote their problem-solving skills and social play.
- The manager and staff build strong partnerships with parents and other professionals, which means that children benefit from highly consistent care.

It is not yet outstanding because

- The provision for learning outdoors is sometimes limited by the choice of activities available, which has an effect on those children who are more active learners outdoors.

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 at play indoors and outside.
- The inspector met with the manager to discuss safeguarding and monitoring.
- The inspector examined a range of documentation, including children's records.
- The inspector gathered the views of parents.
- The inspector and manager carried out a joint observation.

Inspector

Susan McCourt

Full report

Information about the setting

The Dove Nursery registered in 2006 and operates from the cricket pavilion in Henfield, West Sussex. The nursery is open Monday to Friday from 8am to 3pm, term time only. The children have one main playroom with cloakroom and toilet facilities. All children share access to an outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 32 children on roll, all of whom are in the early years age range. The provider is in receipt of funding to provide free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The provider employs seven staff; of these four hold an appropriate early years qualification.

What the setting needs to do to improve further

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

- enhance the opportunities for outdoor learning to provide more choices for children across the educational programmes.

Inspection judgements

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

Staff have a good understanding of how to meet the learning and development requirements. They provide a wide range of interesting activities across all areas of learning, which means that children benefit from broad and balanced educational programmes. Staff have a strong awareness of the importance of child-initiated activities so children enjoy maximum opportunities to engage in purposeful play that they lead themselves. This promotes children's independence and means that they are always highly engaged in purposeful play.

Staff have good teaching skills. They talk with each child as they play to consolidate and extend children's vocabulary. Staff are skilled at listening to what children say and developing conversations. This means that children learn to express themselves well and are confident to share their ideas and experiences. As children play, they describe what they want to do and staff are skilled at facilitating their ideas. If children encounter problems, staff act as good role models for solving problems. For example, during the inspection, when children could not get two bricks to fit together, staff suggested looking closely to see what might be the problem. They then gave the children time to see that the bricks were of different sizes, at which point the children found the right-sized bricks to use. This promotes the children's thinking skills. Children enjoy a wide range of opportunities to build their mathematical skills. Staff include number in their general

conversation, asking for three blocks, or a bigger plate. In this way, children use comparative language and count as part of their spontaneous play. Children enjoy counting songs and make simple calculations as they work out what number is one less or one more. Music is a particular strength in the nursery, enabling children to be creative and extend their expressive arts and design skills. Staff play instruments as a regular part of singing times, and there is a wide selection of instruments for children to play too. This means that children are enthusiastic singers and players who understanding timing and rhythm. Children also play in small groups to create lengthy role plays, deciding on who does what and acting out their own stories. This gives them mature skills in cooperation and negotiation as they decide what to do.

Staff work closely with parents when children start so that they know children's interests and abilities. This enables staff to plan effectively for children's needs in the first weeks of attending. Staff make frequent observations of children's achievements in all areas of learning and make summary assessments of children's progress each term. They track children's learning against expected levels of development to identify and address any achievement gaps. Staff set children's next steps in each area of learning in order to challenge children's strengths as well as promote their overall development. As a result, children make good progress and achieve well. Each child's key person carries out a required progress check for two-year-old children to assess their progress. The summary reviews also include parents' comments and the child's voice to value their input. Staff work closely together, and know the children very well. Consequently, all staff are aware of children's next steps and can tailor their teaching to each child to promote their learning and development fully.

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

Staff are highly effective key persons for children. They support children and families to settle in at their own pace and build relationships. The manager assigns a key person depending mainly on who the child has a natural affinity with. Children have the same key person through their time in the nursery, which contributes to their feelings of security and belonging. The children and staff know each other really well, creating a friendly, family atmosphere. As a result, children are confident to separate from their parents and feel secure.

Staff have created a good learning environment. They have a wide range of good quality resources in each area of learning and create different play spaces for children to explore freely. Children are very independent in choosing what they want to do with the materials on offer, and set their own challenges. Staff vary the routine with group and adult-led play which gives children an interesting and engaging mix of activities. Outdoors however, the choice is more limited which has a minor impact on those children who are more active learners in the outdoor learning environment.

Children have good opportunities to learn about healthy lifestyles. They enjoy a healthy range of fruit at snack time and can be independent in selecting what they want and pouring their own milk or water. At lunch time, staff eat alongside the children to create

sociable mealtimes. Children also take part in cooking activities such as making soup, which builds their understanding of food and cooking. Children know they must wash their hands after messy play and before eating, which minimises the risk of cross-infection. Staff follow well-established routines at nappy-change times and work closely with parents to promote successful potty training. Children have good opportunities to enhance their physical development. The nursery has specialist teaching in yoga each term, and has a regular programme of music and movement groups. As a result, children have good body awareness and physical skills. Children are very careful of their safety and spontaneously make sure that they are not bumping into their friends in vigorous play. Children understand rules which guide their safety, such as not running indoors or climbing on furniture, and they remind each other to keep safe. Children also use a wide variety of pens, small tools and construction blocks to develop their small muscles for early writing.

Children's behaviour is very good. Staff have very clear expectations so children know their boundaries. Staff also teach children techniques to say 'stop' or to ask politely if they want something, and this positive approach means that children have mature cooperation skills. They play together in small groups and frequently invite each other to join them or sit with them. Children are friendly and communicative, and have great fun playing together. Their natural curiosity means that they persist when learning new skills and show great pride in their achievements. Overall, they acquire strong skills to support them in their future learning.

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

The manager has a good understanding of how to meet the safeguarding and welfare requirements. All staff and volunteers are checked as to their suitability to work with children and there are robust policies and procedures in place regarding child protection. All staff undergo regular safeguarding training and understand what action to take should they have concerns about the welfare of a child. Staff have a good awareness of how to protect children's safety online. The nursery has sole use of the premises during opening hours and staff are vigilant about keeping doors locked to protect children's safety. Staff maintain registers, children's records and other documentation in a thorough and professional manner which underpins children's well-being.

The manager works alongside staff in every aspect of the nursery work and therefore she has a good understanding of staff's professional strengths. Staff attend regular training events to update their knowledge and understanding of childcare and education issues. They share their skills with the team so that all staff benefit, and also make changes to the provision in light of their training. For example, after a course in mathematical development, staff developed resources in this area and enhanced their teaching methods. The manager oversees staff's work in making observations and assessing children's progress. As a result, the learning journals are of a consistently good quality and reflect children's strong progress. The manager analyses tracking data to look for areas of strength or achievement gaps, and then takes steps to address any issues this raises. For example, noticing a slight underperformance in technology, she developed the resources

in computer technology and saw the impact in children's achievements. This demonstrates that the manager and staff are very effective at working together to bring about improvements with a direct benefit for children.

Parents receive a great deal of information about how the nursery works. Staff take time at handovers to talk with parents and share information about the child's day. They also meet with parents to look through the learning journals and discuss children's progress. Parents comment that they see rapid progress in children's social and communication skills through attending the nursery. They value the nursery's calm and relaxed atmosphere very highly and note how quickly children settle in. This reflects the staff's strong partnership approach. The manager and staff have well-established partnerships with other professionals. For example, they have frequent contact with receiving schools to help children transfer to school successfully. Where children have additional needs, staff work closely with the speech and language therapists or local authority support staff to provide consistent care. As a result, children are able to make rapid progress in acquiring new skills.

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	EY338977
Local authority	West Sussex
Inspection number	828338
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	32
Name of provider	Dove Nursery Ltd
Date of previous inspection	16/06/2010
Telephone number	01273492990

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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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