

The Dove Centre

c/o Dovecotes Primary School, Ryefield, Wolverhampton, West Midlands, WV8 1TX

Inspection date

Previous inspection date

15/01/2015

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

- Staff place a clear focus on getting children ready for school and their next stage of learning. They use playful teaching and enjoyable and challenging activities and experiences to support children's learning to help them make good progress.
- Staff have a good knowledge of each child's background, health, welfare and educational needs due to the strong relationships established with parents and carers, other professionals involved with the children, in particular, the staff from the onsite children's centre and school.
- Staff have a good understanding of the policies, procedures and strategies in place to protect and safeguard children.
- The senior leadership team have a good overview of the nursery at this time and lead an enthusiastic and knowledgeable staff team, who are keen to raise the achievement for all children.

It is not yet outstanding because

- Staff do not fully exploit the use of existing resources to provide increased opportunities for the older and more able children to explore more often mathematical concepts and freely use technology and mechanical toys in their play.
- The leaders are not consistently enough auditing the children's observation and assessments to ensure all staff consistently update them to show more easily the good progress children are making from their starting points.

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.

Inspection activities

- The inspector observed activities in the playroom and the outdoor play area.
- The inspector held a meeting with the senior leadership team.
The inspector looked at children's assessment records, planning documentation,
- action plans, evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day.

Inspector

Parm Sansoyer

Full report

Information about the setting

The Dove Centre opened in May 2006. The nursery operates from the purpose built children centre premises, linked to Dovecotes Primary School in Pendeford, Wolverhampton. Children have use an outdoor area, which they share with the school nursery and Reception Year children. The nursery is registered on the Early Years Register. The nursery serves the local and surrounding areas. It is open from 8.30am to 11.45 and 12.30pm to 3.45pm, Monday to Thursday for 50 weeks of the year, closing for two weeks at Christmas. There are currently 34 children on roll in the early years age group. The nursery receives funding for the provision of free early education for two-year-old children. It supports children with English as an additional language. The nursery employs nine staff to work directly with the children. Of these, eight hold an early years qualification at level 3 and one holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- make even better use of existing resources to provide increased opportunities for the older and more able children to explore more often mathematical concepts and use technology and mechanical resources in their play
- audit more regularly the children's observation and assessment files to ensure all staff consistently update them to show more easily the good progress children are making from their starting points.

Inspection judgements

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

Teaching and learning is good. The nursery offers care for children from two years to three years and they are cared for in one room. The children's developmental assessments show that children make good progress from their starting points in this relatively short space of time. Children who speak English as an additional language are supported well through the bi-lingual staff who also speak the languages spoken by the children. Staff place a clear emphasis on promoting the children's personal, social and emotional development, communication and language and physical development. Consequently, children make good progress from their starting points in these three prime areas of learning and are well prepared for their next stage of learning. Staff use the baseline assessment to capture the children's starting points when they first start. This information, along with information gained from parents and carers is used well to inform planning and provide motivating experiences for children. Positive relationships with parents and carers results in a steady two-way flow of information about the children's education, care and

welfare. Parents and carers are kept up to date about their children's achievements through sharing their developmental records and making time for discussion daily.

Staff adopt a clear routine, which benefits the children and offers a broad range of experiences to capture the children's interest. Therefore, children enjoy their time at nursery and show sustained levels of interest in their chosen play. Staff provide good opportunities to promote the children's physical development. Children greatly benefit from using the outdoor area, which is designed for children to test and extend their physical skills. Staff are active and engage the children well outdoors to encourage them to make the most of what is available. For example, children are supported well to manage the grassed slopes, use the slide, rockers, balls and hoops. Children have a varied range of opportunities to handle and manipulate tools as they use items, such as crayons, chalk, paintbrushes and scissors to make their creations. In addition, they become increasingly confident in using construction toys to build and construct. Staff skilfully support the children's communication and language development. Staff engage well with the younger and less able children by changing their facial expressions, tone of their voice and using eye contact to encourage children to communicate. They introduce new vocabulary well and repeat words as children are carrying out activities and playing. For example, during a craft activity children are encouraged to explore the resources and use words to describe the different textures. Staff easily adapt their approach according to the age and ability of children. For example, staff ask older and more able children open-ended questions to make children think and they give children time to respond. Children are encouraged to speak, listen and express their ideas and staff show a genuine interest in what children say. This is particularly evident when children are playing imaginatively in the role-play area. For example, staff have recently introduced real food, such as apples and carrots for children to use in their play. This results in capturing the children's curiosity and imagination and they more spontaneously express what they are doing and their ideas. Singing sessions are used well by the staff to engage the children and increase their language skills. Children show real enjoyment during this time as they use musical instruments and choose their favourite songs to sing.

Staff place a good emphasis on teaching children about their own and others cultures through experiences that are age appropriate. For example, they are introduced to foods from other cultures and explore a variety arts and crafts and sensory experiences. The outdoor area is used well to promote the children's understanding of the natural world. For example, children have planted and cared for sunflowers, peas, strawberries and radish. Staff provide good first hand experiences for children to see and touch animals. For example, children have visited the zoo, handled exotic animals and regularly feed the ducks at the local canal. Staff incorporate well natural resources and everyday objects for children to explore and investigate and use in their play and learning. For example, items, such as shells, fir cones, pebbles and leaves are made freely available for children to investigate using magnifying glasses. Staff introduce and reinforce concepts, such as size, quantities, shape and counting when using mathematical games, construction toys and during cooking activities. However, there is scope to make even better use of the existing resources both indoors and outdoors, such as the role-play area, sand and water to incorporate more often these mathematical concepts for the older and more able children. In addition, children have fewer opportunities to freely use items, such as technology and mechanical toys to discover how they work and how to operate them. Children have good

opportunities to express their imagination and creativity as they use paint, make collage, use musical instruments and explore colour, design and texture. For example, children use their senses to explore cooked and dried pasta, jelly, ice, oil, compost and shaving foam. This provides children with good opportunities to freely explore and have fun.

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

The assigned key-person system is effective in ensuring staff get to know their key children and their parents and carers. For example, when children first start the nursery all children receive a home visit from their assigned key person, to help build a rapport with parents and carers and with the child. In addition, during the settling-in process staff are given the time to have detailed discussions with parents and carers. They collate as much useful information to help support the children's emotional well-being and meet their individual care needs. Staff are attentive to the children's individual needs and form positive relationships with them. This results in children who are confident in their environment, happy and well-settled.

Staff are consistent and positive in their approach to managing the children's behaviour and children respond well to reminders of keeping themselves and others safe. Staff support children and their parents and carers well to learn about the importance of developing a healthy lifestyle and keeping safe. For example, parents and carers are encouraged to provide fresh fruit and vegetables for the children's snack, which are enjoyed by the children. Effective risk assessments are conducted on the environment and the activities carried out, to ensure they are appropriate and minimise risk to the children. The resources are of good quality and capture the children's interests and meet planned goals in learning.

Good collaborative working with the onsite school results in a smooth transition for children into the school nursery. For example, children become familiar with the school grounds and staff as they share the same outdoor area and visits to the nursery are made to help children settle. Links with the other schools in the area to support transition continue to develop. Staff work extremely well with other professionals involved with the children, including the children's centre staff. For example, they make joint home visits and share information to help support the children's well-being, education and welfare.

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

All staff have a good understanding of the safeguarding policy and are able to identify the signs and symptoms of abuse to help secure children's welfare. There are effective recruitment, vetting and induction procedures in place to help secure the children's safety. All the required records, policies and procedures are in place and up to date to help secure the children's safety and well-being.

The governing body of the school have overall responsibility and play an active role in leading the nursery, along with the senior leadership team. This team consists of the headteacher of the school, the children's centre manager, deputy and senior and the early

years teacher. The senior leadership team have clear roles and responsibilities. For example, the early years teacher takes the lead in monitoring the educational programmes and the quality of teaching and learning. This ensures staff receive good support, coaching and mentoring to help raise their skills and the quality of teaching. However, currently the leaders are not consistently enough auditing the children's observation and assessments. Therefore, it is more difficult to capture the good progress children make from their starting points. Staff benefit from ongoing training and enthusiastically use what they have learnt to enhance the experiences for children. There is a clear focus on staff and managers using reflective practice to support quality and to help direct their work. This results in actions planning which is accurate and drives improvement.

On the day of the inspection, parents and carers spoken to report they are very happy with the service offered. They are particularly impressed by how well the staff know their children and the support they receive in preparing their children for nursery school. For example, they have had support in 'potty training' their children and how best to manage their children's behaviour. They report they are always welcome and feel part of the nursery and appreciate the time staff make to keep them up to date about their children day and achievements. The strong collaborative working with the onsite children's centre staff, other professionals involved with the children and the onsite school, results in good support for the children and their families.

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	EY321567
Local authority	Wolverhampton
Inspection number	804887
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	53
Number of children on roll	34
Name of provider	Dovecotes Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01902 550887

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

