

The DoReMi Nursery

Chapman Avenue, Scunthorpe, Lincolnshire, DN17 1PL



Inspection date

30 April 2015

Previous inspection date

28 November 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Assessments of individual children's learning are not consistently precise or effectively checked to make sure they are used accurately. This means staff do not always have the information they need to quickly identify gaps in children's learning or to consistently plan challenging activities.
- Not all staff consistently reinforce the rules for appropriate or expected behaviour. As a result, children receive mixed messages and are not learning to understand what is expected of them.
- Children are not always encouraged to try new foods or talk about healthy choices. This means they are not fully developing an understanding of the importance of adopting healthy lifestyles.

It has the following strengths

- The new manager is committed to continuous development of the nursery and has made many positive changes during her short time in post. She is using a good system of self-evaluation, which includes everyone's views and ideas. This has created a motivated staff team who are working together to further improve the nursery for children.
- Children's safety is effectively promoted through following good safeguarding procedures, which help keep the children safe at all times. Staff know what to do if they have concern about a child in their care or if an allegation is made against a member of staff.
- Children are developing good self-help skills and independence in readiness for school. They put their own coats on to go outside, pour their own drinks and use the bathroom independently.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve and effectively check the accuracy of children's assessments to ensure that staff are always able to provide challenging activities that will improve children's individual learning and quickly close any gaps in achievement
- improve the methods used to manage children's behaviour, for example, by ensuring consistent messages and boundaries are given so that children always know what is expected of them.

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

- enhance opportunities for children to learn about the benefits of healthy eating, for example, by encouraging them to try new foods and talk about healthy choices.

Inspection activities

- The inspector observed activities both indoors and outdoors.
- The inspector spoke to the manager, practitioners and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including policies and procedures.

Inspector

Joanne Gray

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Teaching requires improvement. Some staff do not make accurate assessments of children's learning and development. This means they do not always have good enough information to plan activities that are linked to children's individual learning needs. As a result, gaps in children's knowledge are not always closed quickly enough to make sure they make good progress in their learning. However, staff have an appropriate understanding of how children learn. They promote the seven areas of learning through a range of suitable activities. Children enjoy themselves at the nursery and learn by doing things that interest them. Outside, children spend lots of time transporting water in buckets to the digging area. Inside, they enjoy making dens and using their imaginations to make up games, act out things and pretend. The new staff team are well qualified and this results in some good teaching practice. For instance, staff join in as children play, asking lots of questions to stimulate children's thinking skills. Parents spoken to during the inspection are happy with their children's progress and say they are kept informed.

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

Children mainly behave appropriately, although this is not always the case. This is because staff do not always manage children's behaviour in a consistent way. For example, they sometimes do not reinforce good behaviour or explain why children should not do things. Despite this, children are happy and settle well. Staff make sure they find out all about individual children's needs from their parents. The nursery's layout means that children get to know each other and all the staff well. This familiarity helps children prepare for future moves between different rooms. There are also suitable arrangements for supporting children's move on to school. For example, teachers are invited to visit children at nursery. This helps children to be confident about changes in their lives. Staff provide children with freshly prepared, nutritious meals and snacks. However, they do not regularly encourage children to try the food or talk to them about making healthy choices. Children develop their physical skills and benefit from plenty of fresh air when freely accessing the activities on offer outdoors.

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

Positive steps have been taken to improve. Most staff are now trained in paediatric first aid and records of all accidents are recorded. Staff qualifications, induction procedures and the processes for checking staff suitability have all improved. Staffing arrangements are also better organised so that children are well supervised throughout the day. The manager understands the Early Years Foundation Stage requirements. She has started to observe practice and improve teaching through regular staff supervisions and targeted training programmes. This has led to more positive teaching and learning. However, the manager does not yet check the accuracy of staff's work in assessing children's learning. Appropriate links are established with external agencies to support children with special educational needs and/or disabilities.

Setting details

Unique reference number	EY373015
Local authority	North Lincolnshire
Inspection number	1000737
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	54
Number of children on roll	67
Name of provider	Bazeegar Ltd
Date of previous inspection	28 November 2014
Telephone number	01724 863 040

The DoReMi Nursery was registered in 2004. The setting employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one at level 5, two at level 4, five at level 3 and one at level 2. The nursery provides funded early education for two-, three- and four-year old children. It supports a number of children with special educational needs and/or disabilities.

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