

# Dickory Docks Educational Day Nursery

Prospect School, Cockney Hill, Reading, RG30 4EX



<b>Inspection date</b>	20 August 2015
Previous inspection date	26 August 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The nursery's motto is: 'Learning to play - playing to learn', and this is thoroughly embedded in all areas of nursery practice. As a result, the provision for children's learning and development is outstanding.
- The leadership team has made extensive changes and improvements over the last year. These have had a significantly positive impact on the quality of practice. The nursery provision is now exemplary.
- Children thrive in the nursery from the exceptionally warm relationships they form with the staff. This means that children feel safe and secure within the nursery and this has a positive impact on their learning.
- The quality of teaching throughout the nursery is excellent. Staff are highly skilled practitioners and they help children to thoroughly enjoy their learning and be extremely well-prepared for starting school.
- Keeping children safe is paramount to all staff. Nursery policies are detailed and meticulous around children's welfare and protection from harm.
- Partnerships with parents and other professionals are excellent. Extensive information is provided about the nursery and how to enhance children's learning at home. Parents describe the nursery and its staff as 'amazing', 'brilliant' and 'fantastic'.

## What the setting needs to do to improve further

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

- continue to develop imaginative ways to seek parents' views and make on-going improvements to maintain the high quality practice.

### Inspection activities

- The inspector observed the quality of teaching and support for children's learning, both inside and outside.
- The inspector talked to staff about how they plan for children's learning needs and support their development.
- The inspector carried out two joint observations with the nursery manager to evaluate how well leaders and managers monitor the quality of learning for children.
- The inspector talked to parents who were available on the day of inspection and gathered their views on the quality of the nursery.
- The inspector held a meeting with the two nursery owners and the nursery manager to assess how well the leadership team makes ongoing improvements.
- The inspector held discussions with staff to assess how well they understand the nursery's policies, especially those relating to keeping children safe.
- The inspector sampled a range of written records, including confirmation that staff have been suitably checked to work with children, training certificates, records of children's progress and the documents staff use to reflect on their practice and identify areas to improve.

### Inspector

Jo Caswell HMI

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

The exceptional partnerships with other agencies ensure children's overall learning needs are extremely well met. Precise and accurate assessments quickly identify any 'gaps' in children's learning so these are rapidly addressed and closed. Staff are highly skilled practitioners who make learning fun, purposeful and challenging. As a result, all babies and children develop a strong disposition to learn; they listen attentively and show continued interest and concentration. Imaginatively planned activities capture children's creativity and they delight in joining in games with staff. For example, babies excitedly explore different textures using their senses. The two- and three-year old children very creatively act out the story of 'We're Going on a Bear Hunt' with staff outside. Pre-school children benefit from extensive opportunities to develop new skills to build their confidence and encourage them to solve problems. The exceptional promotion of children's language and communication skills throughout the nursery means any potential early signs of delay are picked up very quickly.

### **The contribution of the early years provision to the well-being of children is outstanding**

Staff plan for each child's personal needs and care routines exceedingly well. The attention to detail in promoting children's confidence, independence and personal welfare is evident across all age groups. Staff are exceptionally kind and caring to the children they look after. The flexible approach towards the settling-in procedure for new children helps staff form very positive relationships with children and their parents from the start. In addition, the nursery 'bears' are used extremely well to help develop strong links for children between home and nursery. As a result, children settle very quickly and make friends easily. Children clearly feel very secure in the nursery and their behaviour is excellent as a result. Extensive resources are provided for parents to support children's development, safety and well-being at home. For example, books about the birth of new siblings, or starting school are readily available and used well.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The management team and staff have worked relentlessly over the last year to address identified weaknesses. Meticulous planning and precise monitoring means improvements have been seen at a rapid rate. Staff are highly motivated and conscientious. They are clearly valued by leaders and take on additional responsibilities to help the excellent organisation of the nursery. There are extensive opportunities for staff to review their practice and identify future development needs. Parents clearly appreciate the improvements that have been seen in the nursery and their views are continually sought by staff. Frequent workshops and information evenings ensure that they are consistently involved in their children's development. This has helped parents to see the positive impact the nursery has on their children's learning. One summarised this by stating: "I'm happy with my child's learning - she has become more of a character since being here'.

## Setting details

<b>Unique reference number</b>	EY473739
<b>Local authority</b>	Reading
<b>Inspection number</b>	1007613
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	118
<b>Number of children on roll</b>	129
<b>Name of provider</b>	Reading Daycare Limited
<b>Date of previous inspection</b>	26 August 2014
<b>Telephone number</b>	01189598252

Dickory Docks Educational Nursery registered in 2014 and is privately owned. It operates from two buildings within the grounds of Prospect School, in the Tilehurst area of Reading and is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery opens each weekday from 8am to 6pm throughout the year and accepts funding for children aged two, three and four years. There are currently 129 children in the early years age range on roll. A team of 25 staff work with the children; of these 20 hold appropriate childcare qualifications. The nursery manager and the nursery owners are all qualified to degree level.

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