

<b>Inspection date</b>	19 April 2016
Previous inspection date	30 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders and staff have worked extremely hard to make the required improvements since the last inspection. These changes have resulted in high staff morale and a dedicated, highly qualified team, committed to ensuring children have every chance to reach their full potential.
- Leaders and staff know the needs of children and families living in their community and have developed strong relationships with many parents. Parents often come to staff with their worries and concerns, who in turn work tirelessly to help families access the services and support they need.
- Excellent partnership working is in place with a wide range of professionals to support children's safety and welfare. This ensures information is robustly shared as required to secure additional support and interventions early on. Those children at risk of falling behind make great improvements and quickly catch up as a result.
- Parents speak highly of the nursery and staff. They are happy with the good progress their children are making and value the help and support they receive.
- Children are learning how to behave, take turns, follow instructions and take care of themselves. They are becoming confident and independent learners as a result.

### It is not yet outstanding because:

- Opportunities for staff to learn from one another to help improve the quality of teaching to an outstanding level are not yet fully developed and utilised.
- At times the activities and routines of the day interrupt and limit children's play and learning.

## What the setting needs to do to improve further

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

- develop the process for leaders and staff to observe and reflect on one another's practice to help improve teaching to an outstanding level
- review the routines of the setting and planning for activities to ensure opportunities for children to play and learn are fully maximised.

### Inspection activities

- The inspector observed children taking part in a range of activities both indoors and outdoors.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the managers of the provision.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Rachael Flesher HMI

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and staff make good use of the support from the local authority, other settings and training opportunities to develop their practice. Leaders have high expectations of staff and provide support where required to help them improve. Staff are developing their confidence in observing and assessing each other's practice; they are beginning to provide one another with brief evaluative feedback through the staff celebrations board. Safeguarding is effective. Staff are confident to follow policies and procedures, including having sensitive discussions with parents, making referrals and maintaining accurate records. Robust recruitment and induction processes are in place to ensure staff know how to keep children, themselves and colleagues safe at nursery. Staff are well-deployed to support children's learning and development and promote their safety.

### Quality of teaching, learning and assessment is good

Leaders and staff carefully check children's progress. Overall they plan activities well and provide resources they know will interest children to engage them in their learning. Parents have good opportunities to speak with staff about how their children are doing and agree their next steps together. The integrated two year old health check successfully brings parents, nursery staff and health professionals together to share what they know about each child. This helps secure any additional support needed. Staff focus their teaching to help children to catch up and challenge their learning. This tends to be around promoting children's speech and language skills, personal, social and emotional development, and more recently mathematics. Staff know when to step in to extend children's learning and when to stand back and let children learn for themselves.

### Personal development, behaviour and welfare are good

Staff have worked extremely hard to improve the outdoor learning environment. A wide range of interesting and exciting resources and activities are now available to fully support their development. Children behave well overall. Staff work very well with parents of children who need additional support to manage their behaviour. This ensures a consistent approach, with good results. Small group welcome times provide good opportunities for children to express their feelings and develop their social skills by learning to speak in a group, take turns and listen. They are also learning about what it means to be British as they talk about Her Majesty The Queen and prepare to celebrate her 90th birthday.

### Outcomes for children are good

Children greatly benefit from the regular opportunities for fresh air, exercise and outdoor learning to promote their good health and all round development. Older children enjoy making marks and practising their early writing together on a large wipe board. Children dig in soil, ride on large wheeled toys, enjoy stories with staff in the cosy den, climb, balance, jump, run, bounce and explore water and mud. Staff use all they know about children to ensure that any additional funding the nursery receives is spent well to best support each child's learning and development. As a result, a significant number of children identified as at risk of falling behind are quickly catching up and all are making good progress in readiness for school.

## Setting details

<b>Unique reference number</b>	EY373015
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	1031715
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	54
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Bazeegar Ltd
<b>Date of previous inspection</b>	30 April 2015
<b>Telephone number</b>	01724 863 040

The DoReMi Nursery was registered in 2008. The setting employs 15 members of childcare staff. Of these, one holds appropriate early years qualifications at level 6, four at level 5, two at level 4, four at level 3 and one at level 2. The nursery provides funded early education for two-, three- and four-year old children.

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