

Dandelions Day Nursery And Family Centre

Monument Place, Churton Road, Farndon, Chester, Cheshire, CH3 6QP



Inspection date

25 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Managers have developed effective systems to monitor children's rates of progress, including different groups of children. They also understand that some children learn best when outside. Managers invest wisely in the nursery to improve learning outcomes and provide outdoor learning opportunities that are rich and engaging for children.
- There is a strong commitment to reflective practice across the nursery. This has helped the nursery to make good progress from opening.
- Managers monitor staff performance effectively. They provide staff with innovative ideas to help them continually improve the quality of teaching.
- Children have a good understanding of their community. They show respect for others and embrace differences.
- Children's behaviour is good. Older children act as positive role models to younger ones. Children in holiday club learn rules about how to keep safe on the internet.

It is not yet outstanding because:

- Staff do not seek enough initial information about what children already know and can do when they first start. This means they do not always precisely identify children's starting points and plan accurately for their learning from the outset.
- The arrangements for carrying out the progress check for children aged between two and three years are not yet considered well enough to fully support integrated working with other healthcare professionals.

What the setting needs to do to improve further

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

- obtain more information from parents when children first start to precisely identify their starting points and plan more effectively for their learning from the outset
- develop more effective ways to support integrated working with healthcare professionals involved in the progress check for children aged between two and three years.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children throughout the inspection.
- The inspector held a meeting with the managers. He viewed relevant documentation, including evidence of the suitability of staff working in the nursery, policies and procedures and children's learning records.
- The inspector completed a tour of the nursery and looked at all areas used by children.
- The inspector carried out and evaluated a joint observation with a manager.
- The inspector spoke with a small selection of parents to seek their views on the quality of the nursery.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of how to report possible abuse or neglect of children. There is always a manager on site for staff to talk to regarding child protection concerns. Robust staff recruitment procedures and in-depth risk assessments are effective in helping to keep children safe. Managers are starting to seek the views of parents and children on how to improve the nursery and build on the current good teaching and care provided. As a result of this, staff now provide more detailed information for parents about children's daily activities to help them support their children's learning at home.

Quality of teaching, learning and assessment is good

Managers continually review the observation, assessment and planning systems in order to improve them. Overall, the standard of teaching is high. Staff are well qualified and use their knowledge skilfully to provide interesting activities and experiences for children. Babies are developing secure foundations in their learning. Staff encourage them to crawl for toys and stand at furniture to help them develop their physical skills. They use sensory experiences to help develop babies' exploration skills and encourage them to copy sounds to promote early communication. Staff help toddlers refine their learning and prepare them for pre-school. Toddlers enjoy learning outside and staff are highly responsive to their needs and interests. For example, children enjoy making bridges which they move across, perfecting their balancing skills. They listen to staff's suggestions of how to move across the bridge safely and think about and act on the instructions given. Staff teach older children the skills they need for school and future learning. For example, children learn letter sounds and how to write and form recognisable letters.

Personal development, behaviour and welfare are good

Children are confident and have high self-esteem. Staff praise them for trying something new, such as looking for insects outside and correctly identifying them. Children are given responsibility for tasks and feel proud when they complete them. Children are supported well as they move between rooms. Familiar staff visit the new rooms with them, helping children to feel secure and enabling them to settle quickly. Older children have a positive attitude towards starting school and say they are excited about going to big school. Staff focus on meeting children's care needs with sensitivity and warmth, helping children and their key person to develop strong bonds.

Outcomes for children are good

The majority of children are making good progress. They are reaching the expected milestones for their age as a result of good quality teaching and positive interactions with the enthusiastic staff. Children who start lower than their peers catch up quickly through one-to-one support and intervention from other agencies. Staff know what skills children need to be ready for school. Children leave the setting being able to concentrate on activities, manage their own self-care needs and count up to 10. Children are motivated and engaged in their learning. They demonstrate a keen interest in their learning and enjoy trying new experiences.

Setting details

Unique reference number	EY489026
Local authority	Cheshire West and Chester
Inspection number	1022799
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 13
Total number of places	86
Number of children on roll	110
Name of registered person	Dandelions Early Childhood Ltd
Registered person unique reference number	RP907096
Date of previous inspection	Not applicable
Telephone number	01829 272 277

Dandelions Day Nursery And Family Centre was registered in 2015. The nursery employs 14 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including two with an early years professional status and two with qualified teacher status. The nursery opens from Monday to Friday all year around, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2016

