

Dappledown House Nursery



The Old School, Main Street, Honington, Grantham, Lincolnshire, NG32 2PG

Inspection date 17 November 2016
Previous inspection date 10 January 2013

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

Summary of key findings for parents

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

- Staff are not always deployed effectively, specifically at the start of the day and during some daily routines. This means that there are times when staff are not effectively promoting all children's learning and development.
- The quality of teaching in the toddler and pre-school room is weak. Some of the staff in this room do not demonstrate a good enough understanding of how children learn and develop. Some aspects of the educational programme are not good enough and children in this room are not always sufficiently challenged.
- The manager has not fully established arrangements to compare the progress made by different groups of children to make sure that all of them are supported effectively to make the best possible progress.
- Staff are sometimes over directive during art and craft activities. On these occasions, children are not able to use their imaginations and explore using their senses.

It has the following strengths

- The baby room is a strength of the nursery. The well-qualified staff in this room provide good learning opportunities that engage babies and ignite their curiosity.
- The management team shows a strong drive for further improvement. They have sought advice from the local authority adviser and have taken steps to make positive changes to improve the outcomes for children.
- Staff effectively manage children's behaviour according to their age and stage of development. Children learn to share, take turns and, generally, behave well.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure staff are effectively deployed to consistently provide good quality learning experiences for all children	31/12/2016
■ focus the professional development of staff on improving the knowledge and skills needed to deliver a good quality educational programme and to support children in making good progress in their learning.	31/12/2016

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

- enhance further the systems for comparing the progress made by different groups of children to make sure that all of them receive the specific support they need to make as much progress as possible
- provide children with more opportunities to be creative, imaginative and explore a variety of materials using all of their senses.

Inspection activities

- This inspection was carried out as a result of a risk assessment, following a notification by this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager. She discussed the quality of teaching and the manager's processes in monitoring this.
- The inspector held a meeting with the manager and the provider.
- The inspector looked at relevant documentation, such as the policies and procedures, training certificates and evidence of the suitability of staff working in the nursery.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team has identified weaknesses in teaching within the staff team. They have put in place supervision and monitoring practices to enhance staff's professional development. However, as this has taken time, improvements to staff's knowledge of how children learn have not yet led to good outcomes for them. Some staff in the toddler and pre-school room do not have a good enough understanding of how to use their observations to extend children's learning. This results in activities that do not provide good enough challenge to promote children's development. In addition, the progress that different groups of children make is not effectively monitored. The provider is clear about informing Ofsted of significant events. Following an outbreak of an infectious disease, staff completed a risk assessment and ensured the nursery was deep cleaned, in order to continue to minimise the risk of cross-contamination. Areas of the nursery used by the children are safe and suitable. Arrangements for safeguarding are effective. Staff know the procedure to follow to report any concerns they may have about other staff members. This helps assure children's welfare.

Quality of teaching, learning and assessment requires improvement

Toddler and pre-school children's emerging needs and interests are not consistently promoted as staff in this room do not always support and extend their play. Staff do not spend enough time teaching children and supporting their learning. The quality of teaching is variable within the nursery. Staff in the baby room are enthusiastic and responsive to children's needs. Relationships between staff and babies are very sensitive, stimulating and responsive. In the toddler and pre-school room, staff are sometimes over directive during art and craft activities. They do not always allow the children to freely explore. For example, staff paint the children's hands and guide them to make a print on the paper. This limits their creativity to freely explore the texture of the paint or investigate the marks that they can make.

Personal development, behaviour and welfare require improvement

Staff are not always effectively deployed to provide good enough learning opportunities that keep children motivated and interested. While there are enough staff to care for children at the start of the day, they have the responsibility of answering the door and telephone. This takes them away from providing good quality learning opportunities for the children. In addition, staff in the toddler and pre-school room engage in routine chores at the same time. This lack of communication means that children are left without purposeful engagement to support their learning. Children take supervised risks in the garden as they climb and balance along crates. They have good opportunities to play outside in the fresh air, developing their physical skills.

Outcomes for children require improvement

Children do not make good enough progress given their starting points. This is because the quality of teaching is variable. However, children acquire some basic skills in readiness for school. They begin to recognise the letters in their names and develop independence as they put on their own coats and shoes for outdoor play.

Setting details

Unique reference number	EY450279
Local authority	Lincolnshire
Inspection number	1077796
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	26
Number of children on roll	22
Name of registered person	Pauline Morgan
Registered person unique reference number	RP516335
Date of previous inspection	10 January 2013
Telephone number	01400 250358

Dappledown House Nursery was registered in 2012. There are nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, all year round, except one week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for 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

