

Inspection date

26 June 2017

Previous inspection date

13 February 2014

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 do not always manage children's behaviour in a consistent way to help them develop an understanding of how to behave appropriately and keep themselves safe.
- The monitoring of teaching, learning and assessment is not fully effective. Professional development for some staff does not sufficiently focus on raising the quality of teaching and assessment to a consistently good level.
- Self-evaluation and improvement plans are not used to full effect to ensure the good quality of provision in all areas of the nursery.

It has the following strengths

- Children have good relationships with staff. Children greet them with enthusiasm as they arrive and engage with them confidently.
- Children have good opportunities for outdoor play, supporting their health and well-being. They enthusiastically balance on logs and tyres, and manoeuvre bicycles and ride-on toys around the garden.
- There are effective partnerships with outside agencies to help children who have special educational needs and/or disabilities to make consistent progress.
- Children's safety is a priority. Staff consistently assess the environment for any hazards to make sure that children have a suitable place to play inside and outside.
- Parents report that they are happy with the service they receive. They find the staff and manager to be approachable and are kept informed about their children's learning.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure that behaviour management procedures are clearly understood and consistently implemented by all staff, to help children develop a secure understanding of behavioural expectations 	26/06/2017
<ul style="list-style-type: none"> ■ improve the monitoring of staff's performance and help them to identify and address weaknesses in their practice to improve the quality of teaching and assessment to a consistently good level. 	26/06/2017

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

- strengthen self-evaluation to quickly identify areas of weakness and take well-planned, rapid action to bring about effective improvements and raise standards.

Inspection activities

- The inspector had a tour of the nursery with the manager. She observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held meetings with the nursery manager. She looked at relevant documentation, such as policies and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to the staff and the children at appropriate times during the inspection.

Inspector
Clare Leake

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a secure understanding of the reporting requirements should they have concerns about the welfare of a child. Policies and procedures are up to date and in line with local safeguarding practices. Staff complete daily risk assessments to ensure that children are kept safe. Rigorous recruitment procedures help to ensure that all staff are suitable to work with children. The manager meets with staff to identify their training needs, discuss their job role and provide some feedback on their teaching. However, this is not consistent enough and weaknesses in some teaching are apparent. The manager is beginning to monitor the progress made by different groups of children, but this is still in its infancy.

Quality of teaching, learning and assessment requires improvement

Teaching is variable. Some staff do not have the necessary skills to adapt activities to stimulate and engage children. Staff do not always allow time for children to answer questions and find solutions to problems, particularly in the younger age groups. The setting has recently had a focus on mathematical development and children are encouraged to count, compare and measure objects. Babies enjoy playing with bottles filled with various resources, shaking them to see what sounds they make. Opportunities for children to draw and make marks are freely available. For example, children draw their own pictures of insects that they find in the garden. Staff complete observations and assessments of children's play and learning. However, these are not always accurate and staff are therefore not always aware of the next steps in children's development. Daily feedback and regular meetings keep parents informed about their child's activities.

Personal development, behaviour and welfare require improvement

Staff do not consistently use successful strategies to manage children's behaviour. Children are sometimes interrupted in their play by others who try to take equipment from them. All children have built close attachments to staff. Children develop a good awareness of differences and similarities between themselves and others. The setting provides care for children from diverse backgrounds and they play with toys and access activities that reflect a variety of cultures. Staff take account of children's food allergies and dietary needs as they prepare and serve healthy food. Children are confident and make independent choices in their play. They work well together when hunting for bugs in the outdoor area, and become excited when they are successful.

Outcomes for children require improvement

Not all children make good progress. This is because teaching is weaker in some areas of the setting, particularly in the room for two- to three-year-olds. Generally, older children are well prepared for their future move on to school. They are curious and motivated to learn. Children enjoy using their imagination as they play role-play games outside together. Children's independence skills and confidence are developing well. They select puzzles and games that they want to play with and engage in meaningful play together.

Setting details

Unique reference number	110125
Local authority	Hampshire
Inspection number	1068387
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	54
Number of children on roll	98
Name of registered person	Caroline Walsh
Registered person unique reference number	RP511872
Date of previous inspection	13 February 2014
Telephone number	023 92425281

Doves Nursery registered in 1996. The nursery opens from 7am to 6pm on Monday to Friday, all year round. The nursery employs 15 members of childcare staff. Of these, two hold early years professional status, seven hold appropriate early years qualifications at level 3 and three at level 2. The nursery provides funded education for two-, three- and four-year-old children.

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