

Summertime Nursery & Preschool



Thomas Hardye School, Queens Avenue, Dorchester, DT1 2ET

Inspection date	31 January 2018
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

- Staff are caring, friendly and welcoming, and children respond happily to them, settling easily to play. Children gain confidence, and feel safe and happy in their care.
- The management team supports staff well in their roles and continues to evaluate practice and make ongoing improvements. For example, they have developed and created an exciting outdoor play area that provides more learning opportunities for all children.
- Children behave well, and learn to be kind and respect the needs of others. For example, older children play cooperatively and say 'please' and 'thank you'. Younger children learn to share toys happily with their friends.
- Staff get to know children well and provide a good variety of activities, indoors and outdoors, to support their learning effectively. All children access a wide range of toys and make independent choices in their play. Children make good progress.

It is not yet outstanding because:

- At times, the organisation and preparation of daily routine activities interrupt children's self-chosen play and sometimes leave them waiting for longer than necessary.
- Although staff form positive relationships with parents and keep them informed of their child's daily play, they have not considered more ways to share ideas for activities at home, to support children's learning further.

What the setting needs to do to improve further

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

- review the organisation and preparation of some daily routine activities to prevent children waiting, and minimise interruptions to children's self-chosen play
- extend ways to share ideas for activities at home with parents, to support children's next steps of development further.

Inspection activities

- The inspector observed children's interactions in play indoors and outdoors.
- The inspector viewed the pre-school website prior to inspection and documentation, such as operational policies, procedures and required records, including those for suitability.
- The inspector took into account the written and spoken views of parents.
- The inspector undertook a joint inspection of an activity with the manager, and discussed children's learning and development with her and staff.
- The inspector viewed the pre-school improvement plan and discussed evaluation with the manager.

Inspector

Mary Daniel

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff understand their responsibilities to protect children's welfare and are clear about whom to contact with any concerns. The manager continues to supervise and assess the suitability of staff and support their ongoing professional development. For example, following training, staff are now introducing planning systems that will help them be more flexible to children's immediate interests and ideas. The manager and staff monitor children's progress well overall. Parents speak highly of staff and say they are kind, professional and very supportive. Staff liaise effectively with other professionals involved in children's care to give a consistent approach to help meet their specific needs.

Quality of teaching, learning and assessment is good

Staff encourage children's imagination very well. For example, older children have fun mixing mud and water together, and tell staff they have made a 'crab cake'. Younger children sit their dolls in a toy highchair or push them across the floor in a toy buggy. Children become absorbed selling stamps and envelopes from their 'shop' or posting and delivering their letters. Children learn well through exploration and investigation. For instance, younger children like playing with bubbly water or feeling the different textures of a 'lion' or 'grass' in an interactive sensory book. Older children examine pretend snow saying, 'It's cold, like ice.' Staff support children's communication effectively from an early age. For example, younger children choose their snack from pictures of different fruits.

Personal development, behaviour and welfare are good

Staff support children's overall physical development well. For example, younger children are keen to pull themselves up to standing and use the sturdy low furniture to gain their balance. Older children have fun splashing in puddles outside and twirling their child-sized umbrellas in the rain. Children follow instructions and stretch their arms up high, touch their head and wiggle their hips to music and action songs. Staff are reassuring and boost children's self-esteem often, such as praising them for helping a friend get their coat on. Staff actively support children to make friends and form positive relationships. For instance, younger children initiate a game of peek-a-boo and excitedly play this with their friends. Older children become absorbed completing a challenging jigsaw puzzle and chat with their friends while looking for more 'straight-edged pieces' to finish the border.

Outcomes for children are good

Children are motivated to play and develop an active interest in finding out and learning more to help them prepare well for school. For example, older children are confident to ask questions and talk about a favourite story. Children gain a positive interest in drawing and painting, and develop their early writing skills well. For instance, older children start making recognisable shapes and tell staff they have drawn a pond with 'one, two, three ducks' or explain that their picture is a 'boat with a trailer'. Younger children use their fingers to make marks and patterns in a tray of tea leaves or dried rice.

Setting details

Unique reference number	EY493659
Local authority	Dorset
Inspection number	1032453
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	35
Number of children on roll	76
Name of registered person	Summertime Nursery & Preschool
Registered person unique reference number	RP534902
Date of previous inspection	Not applicable
Telephone number	01305 257756

Summertime Nursery & Preschool registered in 2015. This committee-run nursery operates from premises within the grounds of Thomas Hardy School in Dorchester, Dorset. The nursery is open Monday to Thursday from 7.30am until 6pm, and Friday from 7.30am until 5pm, all year round. The nursery receives funding to provide free early education for children aged two, three and four years. There are 11 members of staff employed to work with the children. The manager holds early years teaching status and eight staff hold childcare qualifications at level 3.

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