

Inspection date	12 April 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- The quality of teaching varies across the nursery. Some staff engage with children to extend their learning while others are inconsistent in their approach. This means children do not make as much progress as possible.
- Some staff do not have a secure enough understanding of the Prevent Duty and, therefore, are not fully aware of signs that may suggest children and their families are potentially at risk from extremist views.
- The organisation of activities is not fully effective. On occasions staff do not prepare the activities well enough and children lose interest and wander off. Staff do not always use their observations and assessments of what children know and can do to plan challenging experiences for children.
- Staff are not consistent in the way they manage children's behaviour. This results in children receiving mixed messages and they do not understand the boundaries and expectations. Consequently, their behaviour varies

It has the following strengths

- Children have regular opportunities to develop their physical skills both in the indoor and outdoor environment. Staff make good use of the soft play area to encourage even the youngest children to move in different ways.
- Staff build good relationships with parents and encourage them to be involved in their children's learning. For example, parents contribute to the online system for their child's learning to record learning achievements at home.
- Staff work well with other early years settings and the local schools to support children in being well prepared for changes. Children show good levels of independence in their personal care and are confident to choose additional resources in their play.

What the setting needs to do to improve further

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

	Due Date
■ support staff to be consistent in the quality of their teaching to enable all children to make the best progress possible	28/05/2018
■ ensure that all staff understand and can implement new legislation with regards to safeguarding	07/05/2018
■ make sure staff are consistent in their approach to managing behaviour to ensure children understand the boundaries and expectations, particularly with regards to the after-school and holiday club children.	28/05/2018

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

- review how activities are organised to make sure staff are well prepared and resources are available to avoid children losing focus in the activity
- review how information from observation and assessment is used to plan challenging and stimulating activities.

Inspection activities

- The inspector completed a joint observation with the nominated individual and held meetings with management team throughout the inspection.
- The inspector observed staff working with the children and spoke to them at appropriate times.
- The inspector reviewed documentation such as staff supervision records, self-evaluation, planning and children's assessment records.
- The inspector spoke to parents to gain their views.

Inspector

Lorraine Sparey

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has introduced methods to monitor and evaluate the provision, however these are not effective. Senior staff have recently started to observe of their colleagues working with the children but are not identifying areas for development to improve the quality of teaching. In addition, while staff reflect on the activities they provide, there has not been sufficient time for them to identify and embed improvements. Safeguarding is effective. Staff know the procedures to follow in the event of a concern about a child's welfare. While staff receive some training to help them understand their role and responsibilities, this has not helped staff to be fully aware of changes in safeguarding legislation.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is too variable. Children enjoy a suitable range of activities but staff do not always engage children well enough to help them make good progress. Some activities are not well organised and as a result some children lose focus and their learning is disrupted. For example, staff expect young children to play with little adult support because staff are busy with daily routines. Children wander and are not sufficiently engaged. Older children are more appropriately involved. For example, as they make cinnamon dough, they enjoy smelling and mixing the ingredients and explore how they can roll it and make shapes. This supports their physical and communication skills. Although staff complete observations and assessments of what children know and can do, they do not always use these effectively to help them to provide challenging activities to help children make the best progress possible.

Personal development, behaviour and welfare require improvement

Overall, children share and show consideration to others. However, at times, staff do not use consistent strategies and children do not learn boundaries and expectations. For example, staff do not always notice when older children's behaviour impacts on younger children. Children follow good hygiene routines, and preschool children are independent and are confident in managing their personal care. There are good procedures to support children with potty training and staff work closely with parents to help children learn these skills. Mealtimes are a social occasion when staff sit with children and talk about their day. Staff give clear explanations about safety to children. This helps them to learn about staying safe in the environment.

Outcomes for children require improvement

Children make steady progress and generally enjoy what they do. However, the inconsistency in teaching means that some children are not making as much progress as they could. Children demonstrate confidence. For example, toddlers use pens when they want to make marks and older children move between the indoor and outdoor environments choosing what they would like to play with.

Setting details

Unique reference number	EY500175
Local authority	Dorset
Inspection number	1134341
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 - 11
Total number of places	72
Number of children on roll	118
Name of registered person	Capers Day Nursery Limited
Registered person unique reference number	RP906456
Date of previous inspection	Not applicable
Telephone number	01258 456797

Capers registered in 2016. It is a privately owned nursery and operates from a business park in Blandford Forum, Dorset. Children have access to playrooms on two floors and an outdoor play area. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery and out of school club are open each weekday from 7.45am to 6pm for 51 weeks of the year. The owner, who is also the manager of the setting, is a qualified teacher. She employs 12 staff, eight of whom hold suitable qualifications in childcare.

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 2018

