

Dolly's Daycare At Squirrel Lodge



Furley Park Primary Academy, Reed Crescent, Ashford, Kent, TN23 3PA

Inspection date	17 April 2018
Previous inspection date	18 October 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The manager and staff have worked hard since the previous inspection and have put in place effective strategies to monitor and improve the quality of the practice and children's experiences.
- Caring staff build strong emotional relationships with the children. Good settling-in procedures support parents and help children to settle quickly.
- Partnership with parents is good. Parents report they appreciate the regular exchange of information about their children's achievements and the parents' meetings, where they feel the manager listens to and acts on their ideas for improvements.
- Staff make good observations of the children's play. They plan interesting activities to extend children's learning well. Children make good progress in their development.

It is not yet outstanding because:

- Staff sometimes miss opportunities to support children who speak English as additional language to develop their understanding of English, and to support all children to understand the similarities and differences between themselves, their languages and cultures.
- Staff do not consistently consider all children's ages and levels of understanding during group activities. At times, activities last too long and some children become restless and disinterested.

What the setting needs to do to improve further

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

- provide further support for children who speak English as an additional language to develop their understanding of English, and provide more opportunities for all children to learn about each other's similarities and differences to reflect the diversity within the setting
- review group activities to ensure all children are fully engaged, taking into account their ages, interests and levels of understanding.

Inspection activities

- The inspector observed activities and the quality of interactions and teaching indoors and outdoors.
- The inspector sampled a range of documentation, including key policies and procedures, for example, safeguarding and children's development records.
- The inspector took account of parents' views through discussions.
- The inspector spoke to the manager, members of staff and children at appropriate times during the inspection.
- The inspector and the manager observed and discussed a planned activity together. The inspector held meetings with the manager in relation to observations of children's play, learning and progress since the previous inspection.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff, including the manager, receive regular training and are confident in recognising, recording and reporting any concerns about children or a member of staff. Since the last inspection, the manager has made considerable changes through effective and comprehensive improvement plans. This has led to improvements to children's learning journeys to assist the flow of planning and ensure staff plan challenging activities. The manager tracks and analyses children's progress and areas of learning thoroughly. This has meant children's levels of learning in reading, writing and mathematical development have improved considerably. The manager completes observations and meetings with staff to continue to support their knowledge, develop their skills and identify training needs. Partnerships with other settings are good, allowing for continuity of care and learning for children attending both settings.

Quality of teaching, learning and assessment is good

Since the previous inspection, staff have reviewed, improved and rearranged the environment to create interesting learning areas for the children to develop their skills. For example, children investigate a range of natural materials. Children have good opportunities to develop their early reading skills. For example, they follow a pictorial recipe to make play dough and a pictorial checklist when feeding the rabbits. Staff complete regular observations, assess children's progress and use their next steps in learning to plan activities that interest and move forward the children's learning. Staff support children to develop their mathematical development well. They use mathematical language at every opportunity, for instance, when talking about the size of the rainbow shape, and 'full' and 'empty' when children play in the sand tray.

Personal development, behaviour and welfare are good

Staff support children well to develop a healthy lifestyle. For example, they talk about healthy food at snack and complete an exercise session at the beginning of each morning. This helps children to develop their coordination skills and a love of exercise. Children understand and follow good hygiene procedures. For instance, they explain that they wash germs off their hands before eating and must wash their hands after handling the nursery's pet rabbits. Staff are good role models. They praise children's efforts, helping them to manage minor disputes and, as a result, children behave well. Staff encourage children to manage their self-care independently, such as putting on coats.

Outcomes for children are good

All children are keen, enthusiastic learners and confidently communicate their needs and ideas. Older children show particularly good skills in their mathematical development and independence. Children gain good skills that prepare them well for the next stage in their learning and their eventual move on to school. For example, they learn to recognise their names as they self-register before eating their snack.

Setting details

Unique reference number	EY491027
Local authority	Kent
Inspection number	1116364
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	39
Name of registered person	Dolly's Daycare Limited
Registered person unique reference number	RP911240
Date of previous inspection	18 October 2017
Telephone number	01233 503198

Dolly's Daycare at Squirrel Lodge registered in 2015. It is one of two nurseries run by the same provider. The nursery operates in Ashford, Kent. It is open Monday to Friday from 8am to 4pm, during term time only. The nursery employs six staff. Of these, four staff hold relevant early years qualifications at level 3 or level 4.

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