

Dickory Docks Educational Day Nursery



Dickory Docks Educational Day Nursery, Cockney Hill, Tilehurst, READING
RG30 4EX

Inspection date	2 January 2019
Previous inspection date	20 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of 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 management and staff are motivated to achieve the best possible outcomes for all children. They have good partnerships with other provisions, such as schools, to help support children in readiness for their future learning.
- Children are given lots of reassurance and cuddles, which helps them settle quickly into the nursery. They develop strong emotional bonds with their key person and all members of staff.
- Staff work well with other professionals to help support children whose achievements are below those expected for their age. This helps to make sure children with special educational needs and/or disabilities (SEND) make good progress given their capabilities.
- Staff promote children's communication and language skills effectively. For example, they listen to children and model new words. This helps to develop children's good speaking skills and encourages them to be confident communicators.
- Staff do not consistently ensure that all parents are fully aware of their child's precise next steps in learning or use all opportunities to encourage parents to share information on their child's current abilities at home.
- On occasion, some planned activities are not successful in capturing all children's interest or challenging children of mixed abilities.
- Systems for performance management are not fully effective in helping to sharpen staff's skills and ensure that staff achieve the highest quality of teaching.

What the setting needs to do to improve further

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

- build on the positive relationships with parents even further and consistently ensure they are aware of their child's precise next steps in learning and contribute what children are achieving at home, to help maximise children's learning
- review some planned activities, offering more consistent differentiation and challenge for children of varying abilities
- develop an even stronger and more focused programme for staff's professional development to help staff reach the highest levels of teaching.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held discussions with the manager, provider, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

Inspector
Jane Franks

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management and staff have a good understanding of their responsibilities to protect children in their care and know the procedures to follow if they have any concerns. The management deploys staff well throughout the nursery and maintains staff-to-child ratios to meet children's needs effectively. Staff are vigilant and follow secure procedures to maintain children's security at all times. The management tracks the progress of different groups of children to close any gaps in learning as quickly as possible. It allocates additional funding for children appropriately to help support their development. Overall, the management has created an effective culture of self-reflection and evaluation. It successfully seeks the views of staff and parents to help make changes and improvements to the nursery to help benefit all children. The management implements robust procedures to verify the ongoing suitability of staff and, overall, it encourages staff to strengthen their skills.

Quality of teaching, learning and assessment is good

Staff regularly observe children and assess their individual development. They ensure any additional support is gained quickly to help all children make good progress. Babies investigate what happens when water and cornflour are mixed together. They immerse their hands in the mixture letting it trickle through their fingers. This helps them develop an early understanding of the natural world. Toddlers build towers and learn to think about colour and number. Older children play together cooperatively and create their own imaginative stories.

Personal development, behaviour and welfare are good

Children behave very well and are respected as individuals. Staff have created an ethos and an inclusive environment which value and celebrate diversity. They are good role models and support children in learning how to value the differing needs of their friends. Children develop an understanding of personal safety. For example, staff explain to younger children why they should not climb on chairs and they remind older children how to use scissors safely. Staff support children well to develop an understanding of healthy lifestyles. For example, children have daily opportunities for fresh air and enjoy being physically active. Staff help children learn how to be confident in managing some care needs independently. For example, older children tidy away their plates when they have finished eating.

Outcomes for children are good

All children, including those in receipt of additional funding and children with SEND, make good progress in their learning. Children choose what they want to play with and help tidy away when asked by staff. They listen carefully to instructions and understand the nursery routine. Babies hold onto furniture to pull themselves up to standing, helping to develop their physical strength. They have fun creating sounds as they bang, shake and tap different objects. Children are ready for their move to different rooms in the nursery or their eventual move on to school.

Setting details

Unique reference number	EY473739
Local authority	Reading
Inspection number	10090503
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 8
Total number of places	118
Number of children on roll	118
Name of registered person	Reading Daycare Limited
Registered person unique reference number	RP907675
Date of previous inspection	20 August 2015
Telephone number	01189598252

Dickory Docks Educational Day Nursery registered in 2014 and is privately owned. It operates from two buildings within the grounds of Prospect School, in the Tilehurst area of Reading. The nursery opens each weekday from 7am to 6pm throughout the year and receives funding for the provision of free early education for children aged two, three and four years. A team of 21 staff works with the children; of these, 16 hold appropriate childcare qualifications.

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