

# Dolly's Daycare

59 Laurens Van Der Post Way, Ashford TN23 3GW



<b>Inspection date</b>	23 January 2019
Previous inspection date	15 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Children are happy and confident. They have a good sense of belonging and positive levels of well-being. Children have a secure and trusting relationship with staff.
- There are plenty of opportunities for children to develop a good understanding of the importance of healthy eating. For example, they enjoy making healthy items such as home-made vegetable soup and fruit smoothies.
- The manager and staff evaluate their practice together effectively. They hold daily discussions to reflect on how well the day's events motivated children to learn. They use their findings to support their future plans and help children to make good progress.
- All staff are keen to build on their skills and knowledge. They regularly attend beneficial training. For instance, they learned about the different ways to interest boys in their play.
- Children have good opportunities to be creative. They explore paint in interesting ways, including by using cars and magnets as painting tools to make different patterns.
- All children gain good skills to support their future learning. They are independent. For example, they confidently choose their own play and find their own belongings.
- Staff do not consistently provide children with time to think about and respond to their questions, to help extend their communication skills even further.
- Staff do not make the most out of opportunities to develop children's skills and interest in technology and how things work more consistently.

## What the setting needs to do to improve further

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

- build on children's already good communication skills and consistently provide them with more time to think and respond to challenging questions
- extend children's opportunities to develop their skills and interest in technology and how things work even further.

### Inspection activities

- The inspector observed the staff interacting with children and assessed the impact this has on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability checks of all those working at the nursery.
- The inspector spoke to the manager, children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the manager of an activity.

**Inspector**  
Kelly Hawkins

## Inspection findings

### Effectiveness of leadership and management is good

The manager closely monitors the good consistency of care and teaching experiences that staff provide children. For example, she observes staff interactions with children daily and holds regular one-to-one meetings with them to discuss their practice. Staff use this helpful advice to support them to develop their performance. Staff establish positive relationships with parents and communicate with them daily to share their children's achievements. They encourage parents to come and attend craft sessions with their children, to involve them in their children's learning. Staff establish good partnerships with other early years professionals. For instance, they share children's progress with staff at other settings that the children also attend. This helps to provide children with a good consistent approach to their shared care and learning experiences. Safeguarding is effective. The manager and staff have a good knowledge of the safeguarding and child protection procedures to follow, to help protect children's safety and welfare and prevent them from harm.

### Quality of teaching, learning and assessment is good

All staff plan for children's individual needs to meet these effectively. They closely monitor and track children's progress. This enables them to quickly highlight any gaps in children's development and provide good support to help them catch up in their learning. Staff support children to prepare for their eventual move to school well. For example, younger children give meaning to the marks they make as they draw. Older children write their names with confidence. Staff build on children's interests well. For instance, children who enjoyed a story about bears, made the characters' favourite meal of porridge and excitedly brought their imagination alive as they acted out the story.

### Personal development, behaviour and welfare are good

Children are polite and behave well. Even the youngest children say or sign 'please' and 'thank you' with no reminders. Children have good opportunities to develop their physical skills. For example, they explore different ways to move as they enjoy daily music and dance sessions. Children gain a good understanding of other people's similarities and differences. For instance, they learned about other countries' traditions as they discussed Scotland's Burns Night, made the Scottish flag and danced to Scottish bagpipe music.

### Outcomes for children are good

All children, including those who speak English as an additional language, make good progress. Children gain good skills to support their future learning. For example, younger children enjoy listening to number songs. Older children count as they play with confidence. Children explore the natural world. They enjoy regular bug hunts and learn the names of baby insects, such as spiderlings. Children develop good social skills and build meaningful friendships. For example, they happily play together and take turns and share resources.

## Setting details

<b>Unique reference number</b>	EY476066
<b>Local authority</b>	Kent
<b>Inspection number</b>	10075823
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Dolly's Daycare Limited
<b>Registered person unique reference number</b>	RP911240
<b>Date of previous inspection</b>	15 February 2016
<b>Telephone number</b>	01233 463656

Dolly's Daycare registered in 2014. It is located in Ashford, Kent. The setting is open Monday to Friday from 8am to 6pm, all year round. It receives funding to provide free early education for children aged two, three and four years. The setting employs 12 members of staff, of whom 10 hold relevant early years qualifications at level 3 and above. This includes three members of staff who have an early years degree and one member of staff who holds qualified teacher status.

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