

Dorrington Nursery

Dorrington C Of E Primary School, Shrewsbury SY5 7JL



Inspection date	6 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 manager has developed a clear action plan which has helped to promote continual improvement since registration. She considers the views of others, including children and parents, to identify ways to enhance the quality of the nursery.
- The manager makes effective use of additional funding she receives for children to help narrow gaps in their learning. For instance, she has funded music sessions for children which has helped them to become more expressive and imaginative.
- Staff help children to assess potential risks effectively. For example, during outings, staff involve children in identifying hazards and how to reduce the level of risk.
- Staff precisely focus their teaching to help children develop the skills they need for school. They work closely with teachers from the host school to agree what teaching methods to use. This helps to promote continuity for children in their learning. Prior to starting school, older children can link letters to the sounds that they represent in words.
- Staff provide excellent opportunities for children to learn about the world. For instance, fortnightly, staff take children to a community event at the village hall. Children get to meet and interact with other people. This helps them to learn about others and develop a sense of belonging in the community.
- Key persons do not encourage parents to share detailed enough information about what their children know and can do when they start attending and throughout their time at the nursery.
- Staff do not provide highly stimulating play opportunities for babies and toddlers to help further promote their engagement in learning and fully develop their sensory awareness.

What the setting needs to do to improve further

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

- encourage parents further to share more detailed information about their children's knowledge, skills and achievements when they first start and throughout their time at the nursery, and use this information to fully inform assessments
- build on younger children's ability to concentrate intently on learning and further develop their sensory awareness and exploration during play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. He accompanied the staff and children on an outing to the village hall.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector viewed parents' written feedback and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of leadership and management is good

The manager has developed strong supervision methods to help monitor the quality of staff practice. She meets with staff regularly to identify their professional development needs and discuss any matters relating to children. The manager observes staff and provides feedback to them to help build on their already good teaching. For example, using the manager's suggestions, staff now provide more time for children to comment on stories to help increase older children's engagement and interest in books. The manager works closely with staff to monitor all children's learning. They identify ways to help build on children's already good progress. For instance, staff recognise children's interest in performing to others and their high levels of self-confidence. To further this, they have created a stage area for children to perform on while other children observe them. Safeguarding is effective. Staff have a strong understanding of child protection procedures and how to report concerns about a child's welfare. The manager robustly checks all staff to help ensure they are suitable for their roles.

Quality of teaching, learning and assessment is good

Key persons sensitively observe children's learning and plan for their next steps. This helps children to make good progress in their learning. For example, staff teach younger children to listen to and follow instructions. They lead a singing session and tell children to bang wooden blocks together at different speeds. Children listen to the staff and follow their actions. This helps to promote children's communication and language development. Staff are good role models to children. They help children to learn how to operate sit-and-ride toys by demonstrating to them. Children replicate staff to enable them to succeed in their own learning.

Personal development, behaviour and welfare are good

The key-person system is strong. This helps to promote children's emotional well-being. Staff greet their key children on arrival to provide reassurance and comfort to them. This helps children to separate from their parents with ease. The arrangements to support children to feel confident about their future move to school are strong. Staff work closely with staff at the host school to help children become familiar with school before they start. Staff reward children's good behaviour and manage minor conflicts between children positively. This helps children to follow rules and understand staff's expectations. Staff promote children's healthy lifestyles, for example, through the nutritious meals they provide. They regularly sit with the children during snack time to try new foods.

Outcomes for children are good

Older children have high levels of independence. They can use knives safely to prepare food during snack time. All children make good progress from their starting points. Younger children are starting to join in with action rhymes. Older children have good mathematical skills. They can recall and sequence the order of events.

Setting details

Unique reference number	EY539101
Local authority	Shropshire
Inspection number	10079974
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 10
Total number of places	20
Number of children on roll	33
Name of registered person	Hill, Penny Jane
Registered person unique reference number	RP539100
Date of previous inspection	Not applicable
Telephone number	07890021734

Dorrington Nursery registered in 2016. The nursery employs four members of childcare staff. Of these, three hold appropriate qualifications at level 3 or above, including the manager who holds a qualification at level 5. The nursery is open from Monday to Friday during term time only. Sessions are from 8am until 5.15pm. The provider receives funding to provide free early education for two-, three- and four-year-old children.

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