

# Dandelion Day Nursery and Kids Club

Building 322 & 419, Clinton Park, Tattershall, LINCOLN LN4 4QZ



<b>Inspection date</b>	9 April 2019
Previous inspection date	28 January 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

- The managers and staff support children's welfare and personal development well, including children with special educational needs and/or disabilities. Children are happy, keen and enjoy exploring the inviting and stimulating nursery environment.
- Children form close and secure relationships with staff. Staff use the key-person system effectively and support children to settle quickly. Parents report that staff are genuinely interested in their children. They say that staff keep them well informed about the things that children have enjoyed doing during the day.
- Children thoroughly enjoy playing with each other and develop strong bonds with the friendly staff team. For example, children help each other to choose their dressing-up costume. They confidently ask staff for help with putting on their space helmet. Younger children show high levels of concentration when cutting up vegetables for the soft toy rabbit. Children make good progress from their starting points.
- Members of the management team have an accurate understanding of what they need to do to improve. They value the views of staff, children and parents. They are all committed to the ongoing development of the quality of the provision. Staff have good support from the leadership team.
- Staff's assessments of children's learning are not always sharply focused or used as effectively as possible when children transition on to the next room at the nursery.
- Managers do not focus enough on strengthening the good quality of staff's interactions with children even further.

## **What the setting needs to do to improve further**

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

- enhance the quality of assessments and embed new systems to ensure that the information provided about children's progress is clear, precise and consistent
- use the arrangements for supervision meetings to more effectively evaluate the impact of staff interactions with children.

### **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

**Inspector**  
Anita Walker

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge and understanding of child protection. They know how to refer any concerns they may have about a child's welfare. They are aware of how to identify the signs that a child may be at risk of harm. All staff carry out thorough risk assessments and take steps to minimise potential hazards. The manager and staff put in place worthwhile changes to the provision. This helps to continually improve the outcomes for children. Staff are well qualified. They access a range of training to enhance their skills and meet the children's learning needs. For example, staff have enhanced the learning environment both indoors and outdoors. This helps to motivate children's curiosity to explore, play and learn.

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

Staff provide an interesting and exciting environment for children to play and learn. They work well with parents to gain a good understanding of each child's needs when they first attend. Children are highly motivated and eager to learn. Staff use small-group times to help extend younger children's listening and attention skills effectively. Older children learn how to work together as a team and help their friends. Children enjoy a variety of opportunities to develop their understanding of the world. For example, children explore with interest the eggs in the water tray. They predict which creatures might hatch. Staff support children's language development well. For instance, staff introduce new words and talk through activities as they play alongside children.

### Personal development, behaviour and welfare are good

Staff support children's emotional well-being effectively and promote good behaviour. They encourage friendships and act as positive role models. Children who are new to the nursery receive support from the caring and gentle staff to help them learn the routines of the session. This encourages children to manage their own behaviour and feel secure in the nursery environment. Staff teach children to manage their self-care needs effectively, for example washing their hands at appropriate times. Staff prepare a variety of freshly prepared, nutritious meals. Children have the choice of different fruits and water throughout the day. Staff provide children with plenty of opportunities for physical development. Children enjoy running laps of the field after lunch and climbing on large logs and tyres. As a result, they learn to take risks in a safe environment.

### Outcomes for children are good

Children develop early literacy skills and show a keen interest in books. Older children show good imaginative skills as they suggest what will happen next in stories. Children actively take part in activities and are curious and keen to learn. For example, they explore what happens when they push on weighing scales, while measuring how much the carrots weigh. Children are confident, independent and well prepared for their next stage in learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY136880
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10073034
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	181
<b>Number of children on roll</b>	192
<b>Name of registered person</b>	RAF Coningsby Nursery Centre & Kids Club Committee
<b>Registered person unique reference number</b>	RP904058
<b>Date of previous inspection</b>	28 January 2016
<b>Telephone number</b>	01526 344325

Dandelions Day Nursery and Kids Club registered in 2002 and is situated in Tattershall, Lincoln. The nursery employs 28 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3 and above, including two with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The nursery provides wrap-around care for older school-age children. Sessions are from 7.30am until 9am and 3.15pm until 5.30pm during term time, and 7.30am until 5.30pm during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

