

Stickleberries

Stickleberries, Winterborne Stickland, Blandford Forum DT11 0NN



Inspection date

13 March 2019

Previous inspection date

8 November 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Not all staff follow the health and hygiene procedures consistently to maintain a clean environment and to promote children's good health.
- The quality of teaching is not consistently good. Staff do not all make effective use of the activities and their interactions to engage all younger children well, and to support their communication and language development effectively.
- Staff do not help all older children to learn what is expected of them to support their understanding of positive behaviour more consistently.
- Management does not monitor or evaluate all aspects of the provision successfully, including the quality of staff's interactions with children, to identify and address the weaknesses in the provision.

It has the following strengths

- Children form warm relationships with staff to help them feel secure, and older children develop friendships with others.
- Staff undertake some professional development to improve some aspects of children's learning outcomes. For example, following recent training, staff have improved the play spaces to encourage children to lead their own play and exploration more efficiently.
- Staff help parents to get involved in their children's learning. For instance, they suggest activities to help children explore shape and people in their local community to learn more about the world.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff follow health and hygiene practices consistently to maintain a clean environment and to promote children's good health	03/04/2019
improve the quality of teaching and use of activities to engage all younger children well and to support their communication and language skills effectively.	10/04/2019

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

- support all older children to learn the nursery's behaviour expectations more consistently
- develop self-evaluation systems to identify and address all areas for improvement and to promote consistently good standards of teaching.

Inspection activities

- The inspector observed activities and the quality of teaching in the playrooms and outdoor play area.
- The inspector sampled children's assessment records and planning documentation, and talked to children at appropriate times.
- The inspector assessed the suitability of staff and discussed management's knowledge and understanding of the early years foundation stage.
- The inspector conducted a joint observation with the manager.

Inspector
Bridget Copson

Inspection findings

Effectiveness of leadership and management requires improvement

Management has developed new systems to monitor and evaluate the quality of the provision. However, these are not yet successful to identify and address the inconsistencies in staff's teaching skills and understanding of the health and hygiene procedures. Management has addressed the weaknesses successfully from the previous inspection. For example, staff use new risk assessments to maintain safe and secure environments throughout the nursery and outdoor play areas. Staff have a secure understanding of their child protection responsibilities and the risks to children to safeguard their welfare. This includes a robust mobile phone policy that restricts staff from using their own mobile phones when caring for children. Safeguarding is effective.

Quality of teaching, learning and assessment requires improvement

Staff monitor and assess children's development to identify next steps for their learning. However, the quality of teaching is variable. On occasions, staff do not interact with some younger children or encourage them to join in the activities when they wander around alone. This does not help to engage the children well and support their communication and language skills. Most staff working with older children encourage them to think, recall past events and to communicate their ideas. Staff encourage children of all ages to develop an interest in books. For instance, younger children explore materials and toys to help them understand the stories. Staff extend older children's learning well with lots of mathematical challenges. For example, they encourage children to count and compare sizes. Staff build further on children's learning, such as challenging them to think of different words to describe small sizes, and children suggest tiny and little.

Personal development, behaviour and welfare require improvement

Staff do not all follow the health and hygiene procedures consistently to keep every area of the nursery clean and hygienic to support children's health. For example, staff do not keep the pre-school toilet and wash area clean, and do not ensure the refrigerator temperature is monitored. Key persons meet younger children's care routines consistently and provide parents with feedback about their children's day. Staff do not all help older children to understand the nursery's behaviour expectations, such as when they disrupt other children's play or run indoors. Children benefit from many activities to encourage their physical development. For instance, they ride wheeled toys, play ball and hoop games, climb, build and create in the large outdoor play area.

Outcomes for children require improvement

Although most children make expected progress for their age, at times some younger children do not engage in activities or benefit from good support to develop their communication and language skills. Overall, most children gain some of the skills they need for their future learning. Children of all ages enjoy managing tasks for themselves to build their independence. Younger children feed themselves at meals, older children serve themselves at snack and learn to change their clothes. Younger children enjoy singing familiar songs and older children learn about sounds and letters to support their literacy.

Setting details

Unique reference number	EY493669
Local authority	Dorset
Inspection number	10085363
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	0 - 8
Total number of places	52
Number of children on roll	56
Name of registered person	Dunbury Day Nursery Ltd
Registered person unique reference number	RP534907
Date of previous inspection	8 November 2018
Telephone number	01258 880417

Stickleberries registered in 2015 and is located in Winterborne Stickland, Dorset. The nursery is open all year round from 7.45am to 6pm, except bank holidays. The nursery receives funding for the provision of free early years education for children aged two, three and four years. The two owners hold qualified teacher status and an early years qualification at level 3. They employ six members of staff, of whom four hold early years qualifications at levels 3 to 5.

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.

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