

# Little Dots Daycare North Leigh

Scotts House School, Eynsham Park, Witney, Oxfordshire OX29 6PR



|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 21 August 2019 |
| Previous inspection date | Not applicable |

|   |                         |                |          |
|---|-------------------------|----------------|----------|
| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|   | 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 directors, manager and staff have been working really hard to diligently implement planned improvements to daily practice and premises.
- Staff teach well. They consistently sustain good-quality interaction with children. They engage in conversation and model language. They explain, encourage, question and provide a narrative for what children are doing.
- Children make good progress in their learning. Staff promote children's learning through play effectively. Children become independent and motivated learners. The good levels of individual attention from staff help to develop children's personal, social, communication and language skills very well.
- Staff laugh and sing to children when changing their nappy and moving about the nursery. Children chuckle, giggle and develop caring and trusting bonds with staff.
- Children develop high levels of independence from a very early age. They feed themselves and know how to scrape any remaining food from their plates, place their plate and cutlery in the correct box and put their facecloth in the laundry bag.
- Outdoor learning is a real strength of this nursery. Children happily play and dig in the sand. Staff patiently facilitate their need to freely transport resources to enhance their play and extend their imagination. They develop their physical skills as they paint the fence panels, create murals with paint and ride on balance bicycles.
- Staff know when to stand back and observe while children resolve their own conflicts through newly acquired negotiation skills. For example, two very young children work out how they can both play with a digger in the sandpit. Behaviour is good.
- Regular and effective monitoring of teaching practice is not embedded to achieve the highest possible quality of teaching.
- Some staff do not present a highly attractive learning environment or children's activities in a sufficiently inviting way to enthuse, engage and inspire children to learn.

## What the setting needs to do to improve further

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

- implement effective procedures for the regular monitoring of staff practice to achieve the highest possible quality of teaching
- provide exciting, varied and imaginative experiences and a consistently exciting and stimulating environment for children across all rooms in the nursery to enthuse and inspire children to learn at the highest possible level.

### Inspection activities

- The inspector had a tour of the nursery and the outdoor areas and walked through the wooded areas to the field.
- The inspector jointly observed a planned activity and evaluated this with the manager.
- The inspector observed staff and children engaged in play activities.
- The inspector spoke with staff, the cook, children and a number of parents at appropriate times.
- The inspector met with the provider and the nursery manager. She discussed recent improvements, self-evaluation and plans for further development. She looked at relevant documentation, including policies, procedures, qualifications and evidence of the suitability of staff working in the nursery.

**Inspector**  
Susan Marriott

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Suitability checks and comprehensive recruitment information are clearly recorded. Staff are suitably trained to keep children safe. They know how to respond to concerns about children's welfare. They are aware of different types of abuse, their signs and symptoms and the referral processes. The manager reminds visitors about the nursery's mobile phone and camera policy. Safeguarding information leaflets are available in the foyer. The relatively new staff team has bonded well and works together in a supportive way. Reflective practice is evident in the quick implementation of planned improvements and all staff receive training in safeguarding and first aid. Risk assessment is thorough and the provider has recently erected a new fence panel in the garden. Staff are deployed effectively to keep children safe and maintain appropriate staff-to-child ratios. Most exhibit high expectations of what children can do and these are seen in daily practice. For example, young children who are toilet training use the potty independently and older children enjoy small responsibilities.

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

Staff know what they want to teach children and provide meaningful experiences for them, based on their interests, so that children make good progress in their learning. For example, a child is supported to work out how to disentangle a tape measure from a tube so that she can measure how big a wall she needs to build. Staff encourage her to read the numbers on the tape and write down the result. The child then reaches for a screwdriver and is encouraged to try to unscrew the bolts on a container. Staff know their key children very well and form positive relationships with parents and other professionals to support individual needs. Staff talk to parents, explaining that children have become messy because they have been having a lovely time. Parents speak highly of the nursery and express trust in the staff.

### Personal development, behaviour and welfare are good

Babies and young children rest and sleep safely according to their individual needs, as discussed with parents. Children form close attachments to staff and welcome visitors with curiosity and interest. Staff build supportive partnerships with parents and work closely with them during children's settling-in visits, helping to promote positive emotional relationships from the outset. Staff work effectively with other professionals to confidently manage children's medical conditions. Children exercise and play outdoors in the fresh air. They enjoy growing vegetables, harvesting them and presenting them to the nursery cook to be used in the kitchen. Children enjoy a seasonal menu of healthy food and brush their teeth after lunch. This helps to promote their good health.

### Outcomes for children are good

Children are active learners. Pre-school children confidently write their name on their body outline and measure how tall they are. They make potions in the mud kitchen and help to water the plants, which say 'thank you' by dripping water from their containers. Young children feed themselves and pour their own drinks. Teachers visit the nursery to ease the transition to school for children. Children make good progress from their starting points and are well prepared for the next stage in their learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY553515  |
| <b>Local authority</b>                           | Oxfordshire   |
| <b>Inspection number</b>                         | 10119756  |
| <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 - 4   |
| <b>Total number of places</b>                    | 70  |
| <b>Number of children on roll</b>                | 109   |
| <b>Name of registered person</b>                 | Little Dots Daycare Ltd   |
| <b>Registered person unique reference number</b> | RP910482  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 01993358323   |

Little Dots Daycare North Leigh registered in 2017. It is run by a family company and is located in estate parkland at Eynsham Park. The nursery is open on weekdays from 7.30am until 6pm, throughout the year. It receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 19 members of staff who work with children. Of these, nine hold a qualification at level 3, two hold a qualification at level 2 and eight are unqualified. Seven members of unqualified staff are working towards a qualification at level 3. One of the directors holds a qualification at level 6 and works alongside the staff team. In addition, the nursery employs a cook.

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)

