

Inspection of Docking Day Care

Well Street, Docking, Norfolk PE31 8LQ

Inspection date: 3 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Leaders continually reflect on what they provide for children and are committed to helping children achieve to their best ability. This inclusive setting meets children's needs well. Staff adapt their teaching skills according to children's ages and abilities. Children with special educational needs and/or disabilities (SEND) are fully included in all the activities provided.

Staff know the children well. They consider children's capabilities and interests when planning learning opportunities for them. Children engage well in a range of activities and are motivated to learn. Staff take account of children's suggestions and encourage them to follow their ideas. Children eagerly listen to staff when they read to them. They join in actively when singing rhymes. Children are happy in the friendly and welcoming environment.

Children behave well. Older children know the routines they must follow. For example, they prompt younger children to wash their hands before snack. Staff adopt positive behaviour management strategies to help younger children learn about the setting's rules and boundaries. They are calm, kind and treat children with respect. Children who are new to the setting settle quickly. They bond well with staff and enjoy playing alongside them. They show they feel safe as they confidently explore the interesting learning environment.

What does the early years setting do well and what does it need to do better?

- Staff develop highly effective partnership working with parents. They fully involve parents in their children's education. Staff seek information from parents about children's development and interests at home. They incorporate this information into plans for children's learning in the setting. Staff keep parents fully informed about children's progress and guide them on how to support children's learning at home.
- Staff promote children's communication and language skills well. They model language and introduce new vocabulary for younger children to hear and repeat. They regularly engage children in conversations about their lives outside of the setting. Children with SEND confidently communicate through sound, gesture and body language. They excitedly join in games, follow instructions, negotiate and take turns with others.
- Staff consistently engage children in a range of activities. They join in with children's play and comment on what they do. They introduce mathematical language as children move vehicles up and down a ramp. They encourage children to count as they jump on numbered mats. However, on occasions, staff do not offer children high levels of challenge in their play to be able to extend their learning even further.

- Children are keen to have a go at small tasks. For example, they get themselves dressed to go outside. Staff encourage children to do their zips up and they try hard. Staff praise children for their achievements. At snack time, staff encourage children to tidy their plates away for themselves. Children quickly get to know the routines and staff's expectations of them.
- Children develop good social skills. Older children encourage others into their play and are happy to share resources. They play cooperatively with others, are friendly and polite. Staff encourage children to respect others' views. For example, at snack time children vote for which fruit or vegetable they will eat. Children count the votes together and decide on the most popular.
- The manager is a good role model for staff. She interacts well with children, demonstrating high-quality teaching skills. She supports staff to access training. Staff are encouraged to bring their new learning back to the setting. For example, they introduce more successful ways to engage children in books and stories. The manager gives staff feedback about how they can continually develop their practice. However, she does not give them targeted feedback to help them to raise the quality of their interactions with children to a high level.
- The manager engages effectively with other professionals, including staff at the local school. She works together with other professionals to provide targeted interventions to meet the needs of children with SEND. She works closely with the school to ensure consistency in learning and care for those children who attend both settings.

Safeguarding

The arrangements for safeguarding are effective.

Staff are secure in their knowledge of how to respond to any concerns they have about children's welfare. They know the signs that may indicate a child is at risk of harm. The manager has ongoing and open conversations with staff about wider safeguarding issues to enhance their knowledge and understanding. She swiftly shares any concerns with the appropriate professionals. The manager follows rigorous recruitment procedures to ensure only those suitable to work with children do so. The premises are safe and secure. Staff understand their responsibilities to complete checks of the environment to ensure they keep children safe.

What does the setting need to do to improve?

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

- use every opportunity to extend children's learning and build on what they already know and can do
- focus support for staff's professional development on helping them to raise the quality of their interactions with children even higher.

Setting details

Unique reference number	254040
Local authority	Norfolk
Inspection number	10106662
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	2 to 4
Total number of places	22
Number of children on roll	27
Name of registered person	Docking Day Care Committee
Registered person unique reference number	RP523646
Telephone number	01485 518927
Date of previous inspection	12 February 2015

Information about this early years setting

Docking Day Care registered in 1995. The setting employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday during term time only. Sessions are from 8.45am to 3.30pm. The setting offers a wraparound care session from 8.15 to 8.45. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Meredith-Jenkins

Inspection activities

- The inspector had a tour of the setting and made observations throughout the inspection of children's experiences.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- The inspector carried out a joint observation with the childcare manager.
- The inspector held a meeting with the committee chairperson and both managers.
- The inspector looked at a sample of documents, including evidence of staff's suitability and training.

We carried out this inspection 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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