

# Inspection of Hickory Dickory Dock Day Nursery Ltd

8 Warbler Place, Spennells, Kidderminster, Worcestershire DY10 4DZ

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Inspection date: 11 November 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff get to know children and families well. They are caring and have high expectations of what each child is capable of. They find out about children's backgrounds and previous experiences when they start nursery. Children are happy and settled. All children, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, make good progress during their time in the nursery and are well prepared for the next stage in their learning. Children form secure attachments with staff and feel safe in their surroundings. They enjoy exploring the environment with their peers. Staff set realistic boundaries for children's behaviour. They give children regular praise and encouragement. In turn, children know what is expected of them. During circle time, children discuss that they use 'kind hands' and do 'good listening' at nursery. Children enjoy spending time outdoors. Babies have fun investigating in the sand and using spades to make marks. Toddlers and pre-school children are fascinated with the pipes and guttering as they put balls down the chutes. However, on occasions, staff interrupt the flow of play for toddlers and pre-school children to carry out daily routines. Managers are supportive and passionate about what they do. They are currently working hard to support newer staff in their roles.

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

- Children demonstrate high levels of curiosity during play. Babies explore sensory objects such as pine cones, shakers and measuring spoons. Staff encourage them to compare their textures and discover what sounds they make. Toddlers and pre-school children delight in hunting for worms in the mud kitchen. They help and encourage one another when they struggle to dig a hole in the soil.
- Staff understand how children learn best and consider what skills they need to develop next. They plan activities that enrich children's mathematical and literacy skills. Toddlers and pre-school children express joy as they use wooden spoons to sound out the rhythm of words during stories. Staff use puppets to make stories engaging and interactive. Babies turn the pages of books and repeat words such as 'hole' and 'glug' during stories.
- Staff plan a range of interesting activities both indoors and outside. They encourage children to make decisions about what they would like to play with. Overall, children are keen to join in and concentrate well. However, on occasions, rigid routines interrupt toddler and pre-school children's play. This prevents children from becoming deeply engrossed during their learning.
- Partnership working is strong. Managers and staff build positive relationships with families from the outset. Parents speak highly of the nursery and staff. Staff regularly share information about children's progress and interests with parents and other professionals, including schools.
- Managers regularly reflect on practice and encourage parents and children to

share feedback. They demonstrate a good capacity to continually improve. Managers carry out regular supervision meetings with staff and set targets for the future. However, they have not fully explored ways to build continually on the quality of practice for less confident staff to develop an expert knowledge of teaching.

- Staff make precise observations of children's achievements and plan activities that will enhance their development even further. They promote children's language skills effectively. Staff enthusiastically interact with children and ask meaningful questions to enrich their vocabulary. Children also thoroughly enjoy singing familiar songs and rhymes.
- Staff provide children with lots of opportunities to learn about the world around them. They help children to extend their understanding of Remembrance Day. Children join in with a two-minute silence and make their own poppies out of craft materials. Staff and children visit a care home every week to read to the elderly. In turn, children develop positive attitudes and high levels of respect towards others.
- Staff support children to lead healthy lifestyles. They provide children with nutritious meals and ensure they benefit from regular exercise and fresh air. They also support children's mental health well. Staff encourage children to openly talk about their feelings and emotions from an early age, so they understand how they are feeling.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff at the setting have secure knowledge and understanding of how to keep children safe. They attend regular training to keep their knowledge up to date. Additionally, staff know the procedures to follow if they have concerns about a member of staff. Managers have robust recruitment and induction arrangements to ensure staff carry out their roles to the highest level. They regularly monitor staff to ensure they remain suitable to work with children. Managers and staff vigilantly carry out risk assessments, on site and on outings, to ensure the nursery is safe and that risks to children are minimised.

## **What does the setting need to do to improve?**

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

- review the organisation of routines for toddlers and pre-school children to help minimise interruptions to children's learning and promote their concentration during activities to an even higher level
- extend the programme for staff's professional development and build on opportunities for highly skilled staff to share their teaching expertise to help better disseminate excellent teaching practice.

## Setting details

<b>Unique reference number</b>	205430
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10116250
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Hickory Dickory Dock Day Nursery Ltd
<b>Registered person unique reference number</b>	RP535145
<b>Telephone number</b>	01562 827699
<b>Date of previous inspection</b>	29 May 2015

## Information about this early years setting

Hickory Dickory Dock Day Nursery Ltd was registered in 1992. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. The nursery operates all year around. Sessions are available Monday to Friday from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Dale Ramsey

## Inspection activities

- The inspector had a tour of the premises with the managers and held discussions about how they safeguard children, promote their welfare and foster learning.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning. The manager and inspector also carried out a joint observation of a planned activity.
- The inspector held discussions with staff and children at appropriate times during the inspection.
- Parents spoke to the inspector and shared their views about the quality of the setting.
- The inspector met with the management team and discussed the leadership and management of the setting.
- The inspector sampled documentation, including staff suitability checks and children's records.

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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