

Inspection of Dandelion Kids Day Nursery

Former Bell Green Library, Coventry CV2 1NB

Inspection date: 30 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children and their families are warmly welcomed as they arrive at the nursery. Children quickly settle and become engaged in their play and learning. Staff are very responsive to children's individual needs and adapt their interactions appropriately. They engage in play with the children and make comments and suggestions to support their learning. However, children are not consistently given enough time to think and respond for themselves when they are asked questions. Children choose from a wide range of activities indoors which covers all areas of learning. The daily routine includes opportunities for children to spend time outside and to take part in adult-led group activities. Group times ensure all children regularly hear stories, sing and learn to be part of a group. Children are well supported to develop their self-help skills. For example, they learn to put on and take off their coats. Children become competent at peeling and cutting up fruit at snack time, and pouring their own drinks. They are keen to take part in activities, and respond positively to staff. Children are very familiar with the routine and help, for example, to tidy up when it is time to do so. Staff help children to learn to share and take turns. When they need to intervene to support children's interactions with one another, the children listen well and respond positively.

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

- Staff get to know children and their families very well. They provide many opportunities for parents to become involved in their children's learning, such as through stay-and-play sessions, parents' meetings and pre-school performances.
- Regular assessments of children's learning and progress are monitored by the manager. This ensures that any gaps in learning are quickly identified and appropriate support is planned. Additional assessment, such as speech and language screening, is provided when needed. Staff plan next steps for learning based on children's interests and developmental needs. This supports all children, including those with special educational needs and/or disabilities, to make good progress.
- Children enjoy the freedom to make independent choices about how they spend their time. For example, two-year-old children investigate mark making in shaving foam, roll cars down a ramp and learn how to use glue. Pre-school children organise numbers, sort coloured pom-poms using tweezers, and build a track with construction materials. However, planning and teaching for pre-school children does not consistently ensure that they are fully challenged within their play and learning.
- Children's language and communication skills are supported as staff model language to them while they play. New vocabulary is introduced and clearly explained to children. For example, as they make play dough, children learn about kneading.

- Children begin to learn to care for themselves and keep themselves healthy. Staff support them to learn good hygiene practices, such as washing their hands before eating. Children are offered a healthy snack each day, and staff talk to them about healthy foods. The nursery makes good use of the local area, taking children on seasonal walks to the fields and walking to the library regularly. Children and families have also benefitted from visits to the nursery from the dentist and other health professionals to support them to lead a healthy lifestyle.
- The settling-in process when children first start and transitions between rooms and on to school are thoughtfully planned for. Parents are kept well informed and enabled to be fully involved in the process at each stage.
- The owner and manager are passionate about providing high-quality care and education. They work very closely together to continually review and develop the nursery provision, and to keep staff workload at an appropriate level. They ensure staff have opportunities to access training which will impact on their practice and outcomes for children.
- Parents speak very positively about the care and education provided at the nursery. They feel well informed about their children's learning and progress and say that their children are very happy. Parents particularly value the time and support given to them as parents, and say the nursery is 'like family'.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are vigilant in their attention to children's safety and welfare. All staff are very confident in their knowledge of the signs and symptoms of abuse to look for, and of the procedures to follow if they are concerned about a child or about the behaviour of a member of staff. They have a good awareness of wider safeguarding issues and the 'Prevent' duty. The manager ensures that statutory training for paediatric first aid and child protection remains up to date. Staff receive regular safeguarding updates and training at staff meetings. Recruitment processes are thorough and ensure that new and temporary staff receive appropriate training during induction.

What does the setting need to do to improve?

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

- increase opportunities for children to have time to think, respond and generate their own ideas when adults engage them in conversation or ask them questions
- build on existing strengths in planning and teaching to consistently provide highly challenging play and learning opportunities for pre-school children.

Setting details

Unique reference number	EY549030
Local authority	Coventry
Inspection number	10110940
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	40
Number of children on roll	44
Name of registered person	Dandelion Kids Day Nurseries Limited
Registered person unique reference number	RP549029
Telephone number	07989436326
Date of previous inspection	Not applicable

Information about this early years setting

Dandelion Kids Day Nursery registered in 2017. The nursery is open from Monday to Friday during term time only. Sessions are from 9am to 3.30pm. The nursery manager holds an early years qualification at level 3. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

Information about this inspection

Inspector
Abi Ellis

Inspection activities

- The manager and the inspector completed a learning walk and discussed how the nursery is organised and the curriculum that is offered to children.
- The inspector observed the quality of teaching, indoors and outdoors, and considered the impact this has on children's learning and development.
- During the inspection, the inspector spoke to staff, parents and children, and took account of their views.
- A joint observation was completed and discussed with the manager.
- The inspector held a leadership and management meeting with the nursery manager and owner.
- The inspector reviewed relevant documentation and checked evidence of the suitability of all staff working in the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020