

Report for childcare on domestic premises

Inspection date:

4 February 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children make friends and enjoy being with their peers. Outdoors they practise their physical skills, climbing in and out of large tyres and playing with balls. Babies and toddlers are cared for by staff who use what they know about their current stage of development to help them learn. Toddlers play with musical instruments and are keen to explore the different sounds they make. Toddlers frequently practise their developing physical skills. Staff provide space for them to walk safely, explore their immediate environment and access toys of their own choice. The organisation of adult-led activities requires improvement for children aged two to four years so that they are fully engaged. That said, staff regularly read stories and provide natural materials for these children to explore, such as flour and dough. A large tray is fully accessible, with plenty of tools and resources at the children's height. Children independently use the tools and resources to shape and mould the dough. Staff plan activities that they know this age group will enjoy, although children do not fully engage due to some weaknesses in planning and organisation. Children participate in making models from junk. Some children make their own decisions about the resources they want to use, and they name their finished models as 'monsters' and 'vacuums'.

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

- Required systems for assessing the suitability of staff are in place. Staff who have not been cleared are not left alone with children and are supervised at all times.
- Staff have some knowledge of the children's current stage of development and they track children's progress. Staff identify some next steps in the children's individual learning. However, staff working with the children aged two years and upwards do not always use what they know when planning. At times, they do not challenge children's learning effectively during adult-led activities. Consequently, this restricts the progress some children make.
- Leaders and managers are not wholly successful in monitoring staff practice. They do not consistently provide support and coaching so that all staff have a good understanding of how to fully promote children's learning. The quality of teaching is variable across the staff team.
- Some activities for children aged two years and up are not organised well enough to make sure all children can fully participate. This restricts children's learning. Six chairs are placed around a small table, but 10 children are eager to participate. Staff try to make space for all children. However, they do not recognise that this results in some children having little space to move and not being able to access the resources they want to use.
- Overall, most children behave well. Staff are beginning to help children learn how to behave. However, some of the staff are new, and the team is currently

monitoring a high number of children presenting with signs of special educational needs and behavioural difficulties. Staff work hard to keep these children safe. They react quickly to prevent them from hurting themselves and help them to understand the impact their behaviour can have on other children.

- Older and younger children spend time together. They share the space and play outdoors alongside one another. All children have opportunities each day for fresh air while playing outdoors in the nursery garden. They look at books and talk to the staff about the food their favourite book characters eat.
- Children thoroughly enjoy the food at all mealtimes. At breakfast time they choose from a selection of healthy cereals. Children relish the freshly cooked meals at lunchtime that support their nutritional needs. They eat good-sized portions of chicken casserole with dumplings and broccoli, and yoghurt for desert.
- Parents express that they are happy with the service the manager and her staff provide. They share that their children are happy coming to the nursery and are making progress, particularly in relation to their language and communication skills. Parents especially appreciate the warm welcome they receive on arrival at the nursery each day.

Safeguarding

The arrangements for safeguarding are effective.

Recruitment and selection procedures meet requirements. Staff have recently completed online safeguarding training. They are aware of the signs and symptoms of abuse and harm. Staff understand the reporting procedures they must follow in the event of a concern about a child in their care. The members of the management team are clear about their safeguarding responsibilities and have experience of liaising with other professionals involved in child protection. The security of the nursery is good. Parents can only access the nursery when met at the door and invited into the reception hall by staff. Children's safety is supported. Potential risks to children in the nursery playrooms and garden have been minimised.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
monitor to ensure that the quality of teaching is consistently strong across the staff team so that all children are challenged effectively to make as much progress as they can	04/03/2020

ensure that all staff make better use of information gained from assessments to provide children with appropriate levels of challenge during adult-led activities, in order to help all children make the best progress	04/03/2020
ensure that all adult-led activities are organised effectively so that all children can access all of the resources and fully engage in their learning.	04/03/2020

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

- make better use of self-evaluation to identify areas where improvements are necessary.

Setting details

Unique reference number	EY497475
Local authority	Staffordshire
Inspection number	10102274
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	27
Number of children on roll	25
Registered person unique reference number	RP905094
Date of previous inspection	18 April 2018

Information about this early years setting

Dollymixtures Day Nursery registered in 2016. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications from level 3 to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Lapworth

Inspection activities

- The inspector completed joint observations with the manager and observed activities in the indoor and outdoor areas.
- The inspector discussed teaching methods with the manager.
- The inspector held meetings with the management team and spoke to staff and children at appropriate times throughout the day.
- The inspector took account of the written views of parents, and of parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.

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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