

Inspection of DoReMi Nursery

Chapman Avenue, Scunthorpe, Lincolnshire DN17 1PL

Inspection date:

11 March 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

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

The new manager has worked hard since being appointed to her post. Her passion and commitment are evident in all the positive changes she has introduced. For example, the manager has improved the assessment methods used by staff to evaluate children's progress. Children now benefit from a clear ethos shared by all staff, who work well as a team. The manager and staff focus strongly on establishing positive partnerships with parents. They recognise that parents are key to supporting and enhancing children's learning and care. However, the manager has not yet fully addressed all weaknesses in staff's teaching. As a result, the quality of education is not consistently good.

Children are welcomed by nurturing and friendly staff. They settle quickly on entry to the nursery and demonstrate through their actions that they feel safe and happy. Children smile and giggle as they play with brightly coloured replica fruit, miniature dolls and toy vehicles.

Staff promote children's positive attitudes and have appropriately high expectations of their behaviour. They are effective role models, and children respond well to the examples demonstrated by staff. Children remind each other to be polite and are eager to assist, for example when they help tidy up.

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

- Staff provide some opportunities for toddlers to extend their growing vocabulary. Children listen as staff read books and use resources such as miniature toy animals to encourage discussions about stories. Several children join in and use their voices to imitate the noises animals make.
- Staff work in partnership with specialist professionals, such as physiotherapists and portage services. Parents express gratitude for the help and support they receive. The manager evaluates the overall service and has prioritised areas for improvement. However, she has not yet fully established effective systems to monitor, supervise, support and train staff. As a result, the quality of teaching is variable throughout the nursery.
- Staff address children's personal care needs swiftly and hygienically, such as nappy changes. They support children's emotional well-being using a variety of strategies. Children revel in the praise and encouragement they receive. Toddlers use their physical skills to clamber over soft-play apparatus. They confidently balance together on large foam shapes. Pre-school-age children climb on tyres and balance on crates in the outdoor area. Children are offered healthy snacks and water to drink. They enjoy freshly made nutritious main meals.
- Children's behaviour is good. They are motivated learners and love to

investigate. Children experiment and use their vivid imagination. For example, pre-school-age children describe 'penguin-flavoured cakes' during their imaginary play in the sandpit. Children have positive attitudes to learning. They understand and respect the daily routines and boundaries.

- Staff provide some opportunities that help prepare children for their future lives. Children enjoy petting animals when they visit the nursery. They learn about the wider world, the weather and the seasons.
- The manager ensures that the planned curriculum reflects all areas of learning. However, some staff demonstrate some weaknesses in their understanding of how children learn. This results in missed opportunities to fully support and extend children's learning. However, overall, children enjoy their time spent at the nursery. They talk about quantity, count in sequence and use brushes and water to make marks on an outside wall.
- The teaching does not ensure that older children are as fully prepared for their future learning at school as they could be.
- Staff provide an inclusive learning environment where they meet the specific needs of all groups of children. This includes children who receive funded early education, those who speak English as an additional language and those with special educational needs and/or disabilities.
- The majority of the well-qualified staff team hold paediatric first-aid certificates. This helps to ensure that staff know what to do in the event of an accident. Staff use their knowledge of behaviour management to help promote a calm and reassuring atmosphere for children.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that safer recruitment practices are followed. This helps to ensure that potential new staff are checked and deemed suitable before being employed. Staff know and understand the nursery's policies regarding expectations of their conduct. They understand what to do in the event that they have concerns about another member of staff. All staff recognise the possible signs and symptoms of abuse and neglect. They know the procedure they must follow if they have concerns about a child's safety and welfare. Staff ensure that all necessary permissions are sought from parents, such as those required prior to administering medicines.

What does the setting need to do to improve?

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

	Due date
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improve the monitoring, supervision, support and training for all staff to help raise the overall quality of teaching to a consistently good level	11/05/2020
provide pre-school children with more opportunities to benefit from a breadth of learning activities that fully prepare them for starting school.	11/05/2020

Setting details

Unique reference number	EY373015
Local authority	North Lincolnshire
Inspection number	10065065
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 at time of inspection	2 to 4
Total number of places	54
Number of children on roll	39
Name of registered person	Bazeegar Ltd
Registered person unique reference number	RP528041
Telephone number	01724 487277
Date of previous inspection	19 April 2016

Information about this early years setting

DoReMi Nursery registered in 2008. The nursery employs six members of childcare staff. All hold appropriate early years qualifications at level 2, 3 and 6. The nursery's opening times are Monday to Friday from 7.30am to 4pm all year round, apart from bank holidays and the Christmas period. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Karen Tyas

Inspection activities

- The manager explained how the curriculum is designed and implemented throughout the nursery, during a learning walk with the inspector.
- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outside. She also discussed with the manager the process of self-evaluation and the supervision and monitoring of staff's practice.
- The manager supplied policies and procedures for the inspector to sample. The inspector checked evidence of the suitability of all staff working on the premises.
- The inspector conducted a joint observation with the manager.
- The inspector considered both written and verbal feedback supplied by parents and children when evaluating the overall effectiveness of the nursery.

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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