

# Report for childcare on domestic premises

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Inspection date:

2 June 2021

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## **Overall effectiveness**

## **Requires improvement**

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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

Requires improvement

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

### The provision requires improvement

Children arrive happy and settle well into this friendly nursery. Changes to drop-off and collection arrangements, which are now completed at the door, have not had an adverse impact on children's care. Children smile and respond positively to adults who care for them, showing a good level of security in their emotional well-being. Generally, children are acquiring sufficient skills to help them move forward for their future learning. However, not all children's needs are fully met due to weaknesses in the implementation of the curriculum.

The leadership of the nursery has expectations for all children to do well. That said, weaknesses in the deployment of staff does not always support individual children's needs well enough. Older children are developing good independence in their own personal care. Staff support younger children who require closer supervision. However, staff do not always follow up on good hygiene practice to teach children about keeping healthy.

Children like to play outdoors. Staff are careful to ensure they play safely and apply regular sun creams in warm weather. Children learn about how their bodies work as they run and climb. They take a keen interest in the pond and feed the fish while they watch them swim. Children are reminded to share and take turns, and they are beginning to develop a sense of how others may feel. Older children's communication and language are supported by impromptu songs and stories throughout the day. They learn about early mathematics during counting rhymes.

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

- Children hear repeated songs and rhymes and have times to practise words and sounds. They tap out their names using musical instruments, helping them to put the sounds together to form the word. Staff speak to children throughout the day. The youngest children hear sounds and familiar voices that help them to feel secure. Children recall the next part of the story and are learning to predict what happens next.
- Leaders do not consider the impact of staff deployment on children's learning well enough. A mixed age range, on the day of inspection, meant that at times, staff were unable to focus specifically on younger children's learning. As a result, some children are learning incidentally but not always in a planned or sequential way.
- Although leaders have a basic understanding of what the curriculum should contain, it is not always delivered successfully across the age range of the children attending. This is because staff are not always secure on the intent of planned activities. This means that children's individual learning is not always directed well enough to what they need to learn next. This results in a variable

quality of teaching and some children's learning is not extended, while others become disengaged at times.

- Overall, most children are beginning to manage their own behaviour. Staff remind them of the boundaries that keep them safe. However, not all approaches to challenging behaviour are successful and this can lead to some minor disruption. That said, staff do take action to ensure that children are safe and provide children with reassurance.
- Children enjoy healthy meals at the setting and food is plentiful and nutritious. Staff are familiar with children's individual dietary requirements. Breakfast is a range of cereal, followed by a cooked lunch, and snacks in between. Staff sit with children at mealtimes, which are a sociable time. Although children learn basic hygiene procedures, this is not consistent throughout the setting. At times, staff do not remind or take children to wash or sanitise their hands, for example, after feeding the fish.
- Children enjoy creative play. They have good access to equipment and use this to make marks in their own way. Younger children explore the texture and feel of paints as they cover their hands and place them on paper. Staff provide good supervision to help the younger children gain the most out of this experience. Some older children are becoming accomplished in their drawing and follow their own interests. They are able to represent what they are creating, for example, 'a rainbow'. Children know the different colours they use, and they name these as they describe their picture in detail to staff who show a keen interest.
- Parents speak highly of the care and education their children receive. They are informed about their children's progress and know how to access their online journals. Parents say that they would know what to do should they have any concerns about the provision.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have continued to support families throughout the recent pandemic and the setting has remained open for children to attend. They have provided families with information about their children's learning that they can use at home. Staff have a good knowledge and understanding of the signs and symptoms that may indicate that a child is more vulnerable to abuse. Staff are familiar with what to do if they have any concerns, including any professional issues. Daily risk assessments ensure that any identified risks are managed to keep children safe. Staff monitor the security of the premises during drop-off and collection times.

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

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

	Due date
ensure that leaders support staff to implement a full curriculum that takes account of the individual learning needs of each child, so that children can make the best possible progress in all their areas of learning	02/07/2021
consider how staff are deployed so that they can afford all children the time to play and learn in their preferred way throughout the day	02/07/2021
promote children's good hygiene at all times, taking care to follow up on handwashing or sanitising.	04/06/2021

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

- consider how strategies for managing behaviour can be further improved to help all children regulate their own behaviour.

## Setting details

<b>Unique reference number</b>	EY497475
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10146030
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	32
<b>Registered person unique reference number</b>	RP905094
<b>Date of previous inspection</b>	4 February 2020

## Information about this early years setting

Dollymixtures Day Nursery registered in 2016. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications from level 2 to level 5. 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

Yvonne Johnson

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and the manager conducted a joint observation of practice which the manager evaluated. She reflected on the quality of the teaching and the impact this has on the children's learning.
- The views of a sample of parents whose children attend the nursery were considered. The inspector spoke to the staff working at the nursery, and interacted with the children at appropriate times during the inspection.
- Samples of documentation that support the management of the nursery were seen during the inspection. This included a sample of policies and procedures. The inspector saw evidence of suitability checks for staff working at the nursery.
- The inspector completed a learning walk with the manager of the nursery and considered how the manager plans and implements the curriculum for the children attending. The inspector also viewed all areas used by 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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