

Inspection of Dronfield Nursery Limited

274 Chesterfield Road, DRONFIELD, Derbyshire S18 1XJ

Inspection date: 20 July 2021

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children arrive at the setting and settle into their chosen activity quickly. They are happy, confident and understand how to keep themselves safe. Due to the COVID-19 (coronavirus) pandemic, children know that when they arrive they have to wash their hands to keep germs away. Children flourish in a caring and supportive environment, which has a strong emphasis on personal, social and emotional development.

Children take part in a broad range of activities enthusiastically. Staff have clear expectations for children's learning. The curriculum is, generally, matched to children's interests and needs to support their learning. Children's mathematical development is supported well. They throw the dice and then jump and count out the number of spots that they see on the dice correctly. Children learn to cooperate with each other to work out number problems. They take the lead and are motivated in their learning during the registration activity. Children are constantly praised by the staff, who encourage them to share their answers and acknowledge them for trying. This supports children's confidence and self-esteem.

Children enjoy voting on topics to discuss over snack time, where their opinion is listened to and valued. They engage in conversation about healthy eating and staff build on this to extend children's learning, knowledge, and vocabulary further. Children have a positive attitude towards their behaviour and learning.

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

- Staff are positive role models. They use a variety of key questions to encourage children to think about how they can be kind. Children reply enthusiastically, they say, 'to say hello, have kind hands and feet, and use kind words'. Staff work hard to support children's emotional security. Children are learning to recognise their emotions and how to manage these safely. For example, they choose to sit on the 'emotions chair' where they look at pictures and talk to staff about how they feel.
- The curriculum is not always ambitious. While staff know what is required for each child's next steps, planning is not always precise to extend on children's learning. For example, at group times some children are not challenged enough in their learning and build on what they already know and can do.
- Staff support children to gain knowledge on how to be physically healthy and safe. For example, they talk to the children about wearing sun cream so their skin does not burn and the importance of drinking water to keep hydrated. Staff ensure they offer healthy snacks for children and encourage parents to provide lunch boxes that contain a well-balanced diet.
- Staff provide a wide range of resources to support children's imaginative play.

Children are resourceful at creating their own games and use what is available to extend their play even further. For example, the children decide to make a limbo game from a long plastic tube. They decide on the rules and remind each other to take turns as they negotiate who is holding the tube and who is going to limbo underneath.

- Parents and carers are pleased with the quality of education their children receive. They know what activities their children enjoy and are aware of what staff are working on to support the next steps for their children's learning.
- Staff deployment at times has an impact on purposeful interaction and engagement with children. This occurs when staff need to answer the door, prepare snack and clean up after mealtimes.
- The good key-person system means that staff know each child well. Staff provide experiences that the children may not have at home. This includes social interaction with children of a similar age and helping children to be more independent.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective.

The premises are safe and secure. Staff check the identity of visitors before they enter the premises in order to keep children safe. Leaders have an effective system in place to check the ongoing suitability of staff who work with children. Adult to child ratios are maintained. Staff understand how to protect children from harm. They have a good knowledge and understanding of the potential signs and indicators of abuse. Staff know what procedures they must follow if they have any concerns about children's welfare. They complete regular training to support their safeguarding knowledge, and practice re health and safety.

What does the setting need to do to improve?

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

- refine the curriculum to make sure that all children's individual learning builds on what they already know and can do
- review the deployment of staff to ensure their interaction and engagement with children support children's learning consistently.

Setting details

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| Unique reference number | EY477436 |
| Local authority | Derbyshire |
| Inspection number | 10075950 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 34 |
| Number of children on roll | 23 |
| Name of registered person | Dronfield Nursery Limited |
| Registered person unique reference number | RP908028 |
| Telephone number | 01246 410 778 |
| Date of previous inspection | 8 July 2016 |

Information about this early years setting

Dronfield Nursery Limited registered in 2014 and is situated in Dronfield, Derbyshire. The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time only. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susan Hyatt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector and the manager completed a learning walk around the nursery and discussed what the setting wants the children to learn and plans for the future.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector looked at relevant documentation, including the evidence of staff qualifications and the suitability of the adults working with the children.
- The inspector observed the quality of education during activities outdoors and indoors, and assessed the impact this has on children's learning.

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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