

Inspection of Ddc Nursery And Preschool

Ashling Pavilion, Southwick Road, Denmead, Hampshire PO7 6LA

Inspection date:

3 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

GoodGood

What is it like to attend this early years setting?

The provision requires improvement

The quality of teaching is variable. Some staff do not have the skills they need to help children make consistently good progress in their learning.

Children behave well throughout the day. They respond to instructions from staff and interact with other children as they play together. Children demonstrate that they feel safe and happy. They smile and giggle at snack time, talking about their fruit as they peel the bananas and satsumas. Staff promote children's independence through daily routines. For example, children are encouraged to wash their cups and plates following meals.

Babies are cared for in a homely environment. They handle and explore textured balls with their fingers and pick up wooden fruit. Practitioners smile and chat with them about what they are doing. Babies enjoy looking out of the low-level windows and smile and wave to people walking past.

Older children dress themselves for outdoor play and enjoy going outside. Children bring back leaves and horse chestnuts from their walk to investigate in the setting. They paint their hands and leaves as they explore the textures. However, staff do not always provide suitable support and challenge to help children to achieve new skills and gain knowledge.

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

- Older children do not benefit from a well-designed curriculum that builds securely on what they know and can do. Some staff lack the skills to present the information to children in a way that offers the appropriate level of challenge for children of different abilities. For example, there was no creativity or variation in the teaching, to challenge children during a poppy colouring activity.
- The new manager has yet to embed a sufficiently stimulating curriculum for all children. She is working on embedding good quality, consistent teaching practice across the staff team. She regularly meets with staff to discuss how to improve their skills. However, in practice, teaching and the quality of communication with children is variable. For example, following lunch, there was a prolonged period where staff did not provide any purposeful play and interaction. The manager uses additional funding appropriately to support the children and to help close gaps in vulnerable children's learning.
- Staff encourage children to be physically active and energetic. They enjoy daily fresh air in the pavilion grounds, however, other aspects of promoting children's good health are not consistent among the staff team, such as during children's nappy changing routines.
- Children have lots of free choice and follow their own interests as they play with

a variety of accessible resources. Staff are kind and caring and praise children regularly, which helps them to develop their self-confidence.

- Staff throughout the nursery work well with parents to find out children's interests from home. Parents speak highly of the nursery and praise the staff for the support they give their children when they start and when they move on to school. Staff gain a clear knowledge of children's background and heritage and include it in their curriculum, such as when they celebrate 'Romanian Day'. Parents know that they can find information about their child's next steps on the online platform. This means that they can support their children's learning at home.
- Staff complete progress checks on children aged between two and three years and these are uploaded to the online platform. However, these are not always comprehensive and do not contain a summary that is always shared with parents.
- Children behave well in the setting and have a good attitude towards learning. They understand the routine, are independent and are able to follow instructions, such as when washing their hands. On arrival, children self-register in the entrance area and choose from a hot or cold lunch option.
- The manager and staff work well with other professionals. They share information about children when they move on to other settings, such as schools.

Safeguarding

The arrangements for safeguarding are effective.

The manager is the lead for safeguarding and has a good understanding of her role. She holds discussions at regular team meetings and asks questions to check staffs' knowledge. There are secure arrangements in place for safer recruitment. Effective induction procedures ensure that staff, including apprentices, understand their role in keeping children safe. Staff have a good understanding of child protection, including the wider aspects of safeguarding, such as radicalisation and female genital mutilation. They confidently describe the action they would take if they had concerns about a child's welfare or regarding a colleague's practice.

What does the setting need to do to improve?

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

	Due date
implement a curriculum which is ambitious and provides children with challenging learning experiences to help them make continually good progress	24/11/2021

ensure that hygiene practices are consistently promoted throughout the setting	24/11/2021
ensure the required progress check for children between the age of two and three years includes a short written summary for parents about their child's development.	24/11/2021

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

- focus on improving staff's teaching practice to build on children's knowledge and skills, based on what they already know and can do
- monitor and strengthen the hygiene practices of staff to maintain children's good health.

Setting details

Unique reference number	EY499009
Local authority	Hampshire
Inspection number	10210057
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	0 to 4
Total number of places	40
Number of children on roll	40
Name of registered person	Denmead Day Care Limited
Registered person unique reference number	RP901050
Telephone number	07576 275397
Date of previous inspection	9 April 2018 9 April 2018

Information about this early years setting

Ddc Nursery And Preschool registered in 2016. The nursery is situated in the Ashling Pavilion, in Denmead, Hampshire. The nursery is open from 7.30am to 6pm on Monday to Friday, for 51 weeks of the year. The nursery provides funded early education for children aged two, three and four years. There are 12 staff who work with children. Of these, eight hold early years qualifications at level 3 and above.

Information about this inspection

Inspector

Lindsay Osman

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 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.
- A learning walk was completed to understand how the early years curriculum is organised.
- The inspector observed the interactions between staff and children and considered the impact on their learning.
- Joint observations were undertaken with the manager.
- A meeting was held between the inspector, manager, and nominated individual. The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.
- The inspector spoke to several parents during the inspection and took account of their views.

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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