

Inspection of Dandelion Education Ltd

Eaton Vale, Church Lane, Eaton, Norwich, Norfolk NR4 6NN

Inspection date: 1 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

All children are warmly welcomed when they arrive at the nursery. Those who are new or are unsure about leaving their parent, receive individual attention and reassurance to ease the transition. Children form warm bonds with the staff. Flexible and sensitive settling-in arrangements, which include options for home visits from the child's key person, help to support children's emotional well-being. Staff know the children very well. They have an accurate understanding of children's starting points and adapt the curriculum accordingly.

All activities take place in the open air, under protective canopies or in a yurt, which is heated during colder weather. Children choose from a wide range of challenging activities. These are planned according to children's interests and/or learning needs and cover all areas of learning. Children learn to take responsibility, as they create their own 'safe bubble' around themselves, when using tools. They conduct their own risk assessments, with the close support of staff, voting and adding to a 'tally chart' on what could be risky. Even the youngest children know and understand the rules about fire safety, when they gather around the fire circle, at group times.

Children learn from staff, who consistently model expected behaviours, using a therapeutic approach. Children are supported to understand their emotions and share how they feel. They know how to listen and to be kind. They show respect towards each other and their environment.

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

- The management team is passionate about the curriculum they offer. Staff are equally enthusiastic in their roles. There is a comprehensive programme of professional development. This includes external, as well as in-house, training. All staff receive regular supervisions. New staff, and those who are less experienced, receive additional coaching to further develop their practice.
- Children enjoy a balance of both child- and adult-led activities. They join in with phonics sessions and have numerous opportunities to use and recognise number. They know how to handle books. They listen with interest as staff tell stories, before tapping out rhythms to familiar songs. Children are creative and practise early writing skills as they use crayons and paper to draw a design, which they later implement, hammering nails into wood.
- Overall, staff demonstrate strong teaching skills, particularly when children of different ages and abilities are grouped separately. Staff skilfully sequence and extend children's learning. Staff introduce familiar and new concepts, building on what children already know. However, at times when all the children are grouped together, such as at fire circle time, staff do not adapt activities. As a

result, the interest of some of the youngest children and those with additional needs, is not successfully captured and maintained.

- Staff focus on communication and language development with all children, including those learning to speak English as an additional language. Children have good opportunities to practise their speaking and listening skills. Children learn about 'closed questions' when working out 'What's in the box?'. They know that they can 'wiggle their finger', when they wish to share ideas or ask each other a question. The children's contributions are acknowledged by staff, who thank the children for 'justifying your choice'.
- Staff make effective use of observation and assessment. Gaps in children's learning are swiftly identified. The special educational needs coordinator works closely in partnership with parents and with other professionals. Support for children with special educational needs and/or disabilities is sensitive and tailored to meet children's individual needs.
- Parents, several of whom have specifically chosen this nursery for its philosophy, are complimentary about the service on offer. They feel listened to and that any concerns that they may raise are addressed swiftly. Parents recognise the commitment of the staff during the COVID-19 pandemic and appreciate the support, activities and ideas, which they could undertake at home.
- Children eat healthy snacks, such as home-made warm potato cakes. They show independence as they use cutlery, help themselves to drinks and regularly wash their hands. However, during very cold weather, the current toilet and nappy changing arrangements do not encourage young children, and those who are in the process of toilet training, to be as independent as possible or comfortable when managing their own personal needs.

Safeguarding

The arrangements for safeguarding are effective.

Those with designated safeguarding responsibility have a secure understanding of safeguarding. Staff undertake regular training and their knowledge is up to date. They are confident in identifying and reporting concerns about children's welfare, without delay. Robust recruitment procedures are followed when appointing staff. Following a recent breach to security, management reacted quickly. They reviewed and immediately revised drop off and collection procedures for parents, children and staff. In addition, they created an additional secure 'holding bay' by the entrance gate. Staff are fully aware of these new procedures. Arrangements for children's arrival at, and departure from, the nursery are safe.

What does the setting need to do to improve?

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

- review toilet and nappy changing arrangements, particularly during cold

weather, so that young children, and those who are in the process of toilet training, are able to be more comfortable and supported to manage their own personal needs

- support staff to better capture and maintain the interest of the youngest children and those with additional needs, particularly at times when children of all ages are brought together into one large group.

Setting details

Unique reference number	EY556769
Local authority	Norfolk
Inspection number	10216203
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 6
Total number of places	35
Number of children on roll	32
Name of registered person	Dandelion Education Limited
Registered person unique reference number	RP534232
Telephone number	07796498441
Date of previous inspection	Not applicable

Information about this early years setting

Dandelion Education Limited was registered in 2018. The nursery is solely outdoor based for children aged two years and over. There are two directors and eight members of childcare staff. Of these, three hold a level 6 qualification and four hold appropriate early years qualifications at level 3. Additionally, four staff hold forest school qualifications. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Dawn Pointer

Inspection activities

- This was the first routine inspection that the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery manager and has taken this into account in their evaluation.
- The inspector and the manager carried out a tour of the site to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed staff interaction with the children outside and in the yurt, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager, deputy manager and the two company directors. The inspector reviewed relevant documentation, including evidence of staff qualifications and suitability.
- The inspector spoke with staff at appropriate times during the inspection.
- The inspector spoke with a number of parents 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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