

# Report for childcare on domestic premises

---

Inspection date: 14 April 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|  |                      |
|--|----------------------|
| Overall effectiveness at previous inspection | Requires improvement |
|--|----------------------|

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

### The provision is good

Children are happy and confident in this warm and nurturing environment. Those who arrive upset are given the attention they need and quickly settle and take part. Children show a keen interest in making marks, colouring and writing. For example, outdoors, children of all ages are absorbed in making their creations using chalk and paint on the wall mounted boards. Indoors, pre-school children spend sustained periods of time independently painting with rollers and confidently talk to staff about what they have created.

All children, including babies, enjoy books and story sessions. For example, pre-school children listen intently and are eager to answer questions as they think about their differences and how to be kind to others. Babies delight in identifying and making animals sounds as they look at a book during a painting activity. They 'stomp' pretend animals in the paint. Children enjoy their interactions with staff, who entice them well to repeat words and sounds. Children thoroughly enjoy being outdoors and show a keen interest in the natural world as they play under the trees and climb them. They learn about the changing seasons and enjoy looking for insects and caring for the fish in the pond. Children learn about the life cycle of the butterfly and use words, such as 'chrysalis' and 'cocoon'.

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

- Good progress has been made to address the actions and recommendations raised at the last inspection. The staff team have made effective use of the training and support from the local authority to help construct a curriculum that offers rich learning experiences. Staff confidently use children's assessment information to precisely plan activities to build on their learning. The quality of experiences and teaching are greatly improved and children make good progress.
- Staff place a clear focus on supporting children with special educational needs and/or disabilities. They work closely with parents and any professionals working with children to help understand their needs and unique personalities. Staff offer them the individual attention they need to help close gaps in their learning.
- There are effective partnerships built with parents from the very start during the induction process, to help staff understand and meet the needs of children. Parents state they are happy with the service they receive and impressed by the progress their children make in their communication and language skills. They value the detailed feedback they receive about their children's development and ideas about how they can support their learning at home.
- Staff use books and songs well throughout the day for children of all ages, to help engage and inspire them to learn. They place a sharp focus on promoting children's language and engage them very well in conversation. However, on

occasions, staff do not create enough opportunities for those children who are more reluctant to speak during activities.

- Staff speak positively about the leadership and management team and the support they receive. They benefit from ongoing staff supervision, coaching and training to help develop their teaching skills and maintain the good practice achieved. However, the manager does not rigorously monitor the educational programmes to help her identify further areas for development. For example, older babies do not always have enough challenging opportunities to be physical and pre-school children have few opportunities to consider concepts, such as weight and measurement.
- Children benefit from healthy and nutritious meals and snacks, which are freshly prepared on the premises. Staff teach children about the importance of eating a healthy diet and limiting sugar. For example, children eagerly play with the pretend teeth and dental utensils and talk about the importance of cleaning their teeth. Staff know their families well and support parents to reduce the use of dummies and promote good oral hygiene.
- Promoting children's personal, social and emotional development is a clear priority. For example, daily during circle time, staff reinforce the codes of good behaviour and children eagerly talk about using their 'kind hands' and sharing. Children behave well and show care and consideration for others.

## Safeguarding

The arrangements for safeguarding are effective.

There are effective recruitment, vetting and induction procedures in place to ensure all staff are suitable to work with children. Those that are new and not fully vetted and working with children are supervised at all times. Staff have a good understanding of child protection and the procedures to follow if they have a concern. The manager works closely with any professionals involved with children and their families, to share information to help promote children's safety and welfare. The premises are safe, clean and suitable. Staff risk assess activities daily and support children well to take controlled risks as they climb trees and jump from low walls.

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

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

- monitor more rigorously the educational programmes to help identify areas for further development, in particular providing increased challenge for babies to be more physical and for pre-school children to consider mathematical concepts, such as weight and measurement
- provide more opportunities to encourage those children who are more reluctant to speak during activities to help develop their confidence and speaking skills.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY497475  |
| <b>Local authority</b>                             | Staffordshire   |
| <b>Inspection number</b>                           | 10198319  |
| <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>                  | 38  |
| <b>Registered person unique reference number</b>   | RP905094  |
| <b>Date of previous inspection</b>                 | 2 June 2021   |

## Information about this early years setting

Dollymixtures Day Nursery registered in 2016. 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. The nursery employs six members of childcare staff. Of these, one holds qualified teacher status, four hold an early years qualification at level 3 and one holds a qualification at level 2.

## Information about this inspection

### Inspector

Parm Sansoyer

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector carried out two joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector took into account the views of parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022