

Inspection of Little Dots Daycare Ltd

The College Building, Burford Road, Minster Lovell, WITNEY, Oxfordshire OX29 0RD

Inspection date: 27 April 2022

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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 are happy and motivated to learn during their time at nursery. They access a broad range of experiences through a well-sequenced curriculum. All children, including those with special educational needs and/or disabilities, are well prepared for their next stage in learning.

Children benefit from spending large amounts of time outdoors in the fresh air. Toddlers explore bubbly water with their hands. They blow giant bubbles through tennis rackets. They make large movements with their arms as they spin around creating bubbles for their friends to catch. Children talk about the size and shapes of the bubbles and count how many they can pop. Babies sit with their key person and smile and laugh as they listen to familiar songs. They delight in hearing their names as staff play peekaboo, hiding behind their hands. Children are settled and secure. They form close and strong bonds with the sensitive and caring staff.

Children work together and support each other as they manage a tricky obstacle course. They concentrate intently as they balance on a long wobbly plank and take turns to hold each other's hands for support. They are kind and encouraging towards each other and demonstrate very good manners as they take turns.

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

- Leaders have undertaken training and used additional funding to set up a forest school site. They identified the need for children to explore the natural environment and to gain new experiences they may not otherwise access. All pre-school children attend forest school sessions weekly. Leaders have seen a huge impact in children's confidence, resilience and abilities to problem-solve and work together since attending the sessions.
- Staff ask children questions and give them plenty of time to think and answer. They encourage children to use new vocabulary. For example, children recall what they have learned about bees. They explain how the bees use their long tongues to collect 'nectar' from the flowers. They talk about the bee's 'habitat' and remember that this is called a 'hive'. Staff ensure that children understand and can remember what they have learned.
- Staff read to children individually and in small groups with enthusiasm and expression. They capture their attention and engage the children in the stories they share together. Children enjoy spending time talking about the characters and plots and discussing what might happen next. This helps to develop children's early reading and interest in books.
- Staff place a strong focus on supporting children's physical skills and understanding about healthy choices. For instance, children delight in having the freedom to climb trees. They make their own swings and hammocks and

independently figure out how to climb in and out of these. Babies are supported to climb the stairs to their playroom. Children develop their core strength and learn to manage risk for themselves.

- Older children participate in group times to practise their listening and concentration skills. They sit together to listen to a story or learn about particular topics. However, on occasions where these group times are delivered to large numbers of children or last for long periods, some children lose interest and become distracted.
- Staff ensure they form good relationships with parents. They share information about children's progress and learning. Staff find out about children's interests and experiences from home. They encourage children to bring in photos and items to talk about. Leaders provide parents with information on a range of subjects such as child development, sleep and toilet training. They ensure parents are supported to continue children's learning at home.
- Leaders are passionate about promoting the well-being of their staff. They strive to create a homely and family feel within the nursery. They put in place many initiatives to support staff. For example, staff receive training in developing positive attitudes. They complete questionnaires to identify where they might need additional support and have regular meetings with managers to check their well-being. Leaders understand and value the impact that a happy, well-trained and motivated team has on the outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure staff are well trained in local safeguarding procedures. Staff know what to do if they have concerns about the welfare of a child or conduct of an adult working with children. They understand how to identify signs that a child may be at risk from harm. Staff ensure children's safety is of the highest priority and place a strong focus on teaching children how to keep themselves safe. For instance, children learn how to safely use tools. They talk about the importance of wearing safety goggles when they help split logs. They explain that 'the plastic screen protects their eyes'.

What does the setting need to do to improve?

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

- strengthen the organisation of group times to ensure all children can fully engage and concentrate on the planned learning.

Setting details

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| Unique reference number | EY443584 |
| Local authority | Oxfordshire |
| Inspection number | 10228635 |
| 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 | 70 |
| Number of children on roll | 145 |
| Name of registered person | Little Dots Daycare Ltd |
| Registered person unique reference number | RP910482 |
| Telephone number | 01993 358 323 |
| Date of previous inspection | 9 January 2017 |

Information about this early years setting

Little Dots Daycare Ltd registered in 2012. It is located on the outskirts of Witney, Oxfordshire. The nursery is open from 7.30am until 6pm from Monday to Friday. It operates all year round, except for bank holidays and a week at Christmas. The nursery receives funding for the provision of free early education for children aged two, three and four years. It employs 33 members of staff. Of these, 17 hold relevant qualifications at level 3 and above. The manager holds a qualification at level 6.

Information about this inspection

Inspector

Alice M Roberts

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 provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together to discuss the provider's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector discussed and assessed the safety and suitability of the nursery and forest school site with the managers.
- Parents spoke to the inspector and shared their views of the nursery.
- The inspector carried out a joint observation of a group activity with the manager and deputy manager.

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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