

Inspection of Dosthill Nursery And Care Club

Dosthill School, High Street, Dosthill, TAMWORTH, Staffordshire B77 1LQ

Inspection date: 21 June 2022

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

Early years children who attend wraparound care sit happily among school-aged peers. Together, they play a game of bingo. Children are confident in their surroundings to enter the nursery environment. They independently hang their belongings in their nursery classroom. All children are eager to start their day. They play indoors and outdoors freely. Children develop confidence in their gross-motor movements. They take their time when climbing. Children play cooperatively together. They wait for their peers to climb up the climbing wall before they themselves use the apparatus. Children say, 'Watch this,' as they show off their skills. They demonstrate high levels of control as they weave in and out of cones with hockey sticks and balls.

Children behave well. They are supported to reflect on their own behaviours and what they might need to do next. For example, when children wish to play with the same wheelbarrow, they receive guidance to work together to solve the problem. Relationships among peers are kind. Children include their peers in activities available. For example, they choose to interrupt their own learning to gather the equipment peers need to participate. Children take turns to cut tomatoes to feed their pet guinea pig. They teach peers how to correctly use the knife. Children ask, 'Can I show you again?' .

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

- Children benefit from a learning environment which staff plan with purpose and intent. Staff build on what children already know and can do. They demonstrate exceptional knowledge of the prior skills children need to ensure success at the next stage of learning. Staff know all children very well, including their individual next steps for learning. Children make good progress from their starting points. However, at times, staff do not consistently support children to take part in activities of their choice. For example, when children request involvement, staff tell children to wait. They do not always support children who want to learn.
- Children's safety is paramount. They wear helmets when riding a bike. Children understand the importance of keeping themselves safe. They learn to use a knife safely. Children identify which part of the knife is sharp. Leaders risk assess the environment. They develop strategies to reduce accidents, including additional resources to enhance children's confidence in their gross physical development. As a result, children have less accidents outside.
- Children settle well, including those children with special educational needs and/or disabilities. Staff work in partnership with parents to ensure key people fully understand the emotional needs of children. For example, staff trial and test effective ways to greet children into the nursery. Staff use family photos to explore emotions and settle children quickly. Parents are extremely happy. They

identify how hard staff work to ensure children make friendships.

- Staff carefully consider effective ways to support children's transitions to nursery. They encourage children and their families to visit before their start date. This establishes early key-person bonds. Transitions to school are effective. Staff share their curriculum objectives with the host-school staff. They organise visits to discuss individual children's outcomes. Staff ensure teachers receive information on children's starting points to build on what children currently know and can do.
- The manager has a wealth of experience. She is skilled to identify areas of weakness. Prior to the inspection, the manager focused her observations on the experiences of 'quieter' children. At times, staff direct activities and conversations at individual children, rather than the needs of a group. Therefore, children do not always receive the same opportunities for learning as their peers. Leaders have introduced designated roles for staff to upskill themselves, such as an 'equality and diversity' lead. This role aims to further enhance all children's experiences.
- Children benefit from a curriculum which focuses on embedding their mathematical knowledge. For example, staff encourage children to predict the quantity of soil needed to fill a pot. Children learn words such as 'half' and 'full'. They create a book of buttons they have previously collected. Children write the correct number next to the picture of the buttons. They develop secure early writing skills.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have comprehensive safeguarding knowledge. They place high regard on their child protection policies, including the correct procedures to follow should they identify concerns about a child's welfare. Staff have no qualms to whistle-blow should they have concerns for another staff member. They place emphasis on key indicators for concern, including changes in behaviour. Staff take responsibility to ensure they are competent in their role to safeguard children. They conduct their own research and training in addition to the continuous professional development they receive. Leaders share information about online and community dangers. This ensures staff have an awareness of those safeguarding issues on the increase.

What does the setting need to do to improve?

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

- monitor the quality of teaching to ensure all children can take part in activities of their choice
- reflect on the learning experiences for children to ensure they all receive the

same levels of involvement as their peers.

Setting details

Unique reference number	2548235
Local authority	Staffordshire
Inspection number	10215640
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	2 to 11
Total number of places	40
Number of children on roll	50
Name of registered person	Our Pride, Our Joy Limited
Registered person unique reference number	2548231
Telephone number	01827 214949
Date of previous inspection	Not applicable

Information about this early years setting

Dosthill Nursery And Care Club is situated in Dosthill School. The nursery opens from Monday to Friday all year round, from 7.30am to 6pm. The provider employs 15 staff, four of whom hold appropriate early years qualifications at level 6 and five of whom hold appropriate early years qualifications at level 3. The nursery receives funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

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.
- The manager and the inspector completed a learning walk.
- The inspector carried out a joint observation with the manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection. The views of parents were considered by the inspector, through verbal discussions.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children.

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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