

# Inspection of Dotties Nursery

5 Petworth Drive, Leicester LE3 9RF

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Inspection date: 27 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 show that they have fun in the nursery. They smile and laugh with staff when they hold their hands to jump in puddles of water. Staff help children to progress in their learning. For example, they plan experiences outdoors for pre-school children to explore how water can be transported. Children pretend to paint a fence using brushes and water. They explore how water can be moved through tubes, and in and out of containers. Children show excitement when they use bubble mixture and hold a bubble in their hand. They demonstrate a positive attitude and determination to try new experiences.

Babies show that they feel safe and secure in staff's care. They confidently access small apparatus, where they develop their physical skills. Babies smile at staff and visitors when they climb up steps and go down slides. They behave well and take it in turns to complete this task. Pre-school children are creative. They independently access sponges, brushes and pipettes to use with different-coloured paint. Children explore how colours can change when they are mixed together. Toddlers show enjoyment and a sense of belonging when they look at pictures of themselves and their friends.

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

- The manager and staff gather information about children's experiences at home when they first start attending the nursery. This information helps them to identify that some children have fewer opportunities for fresh air and exercise. Because of this, staff use the curriculum to provide targeted sessions where children have opportunities to be physically active outdoors. Children develop their hand-to-eye coordination when they are asked to roll and spin large hoops. When staff roll balls towards them, they catch them accurately under an upturned bucket.
- Staff plan the environment to enable children to follow their interests. For example, when children show an interest in insects outside, staff bring natural resources and pictures of insects into the room for children to explore and investigate. However, occasionally, when children choose to play with these resources, staff do not help them build further on their learning.
- Staff support children's understanding of words and their speaking skills. They sing plenty of nursery rhymes for children to join in. For example, when toddlers see a spider, staff sing a song about a spider. When staff speak to babies, they use simple words, helping them to understand the name of the objects they play with.
- Staff encourage children to develop a love of books. When they read stories, staff involve children in the story, such as saying repeated phrases. This includes children who speak English as an additional language. This helps them

understand and begin to speak English. However, occasionally, some staff do not plan and manage group activities well enough. For example, less-confident children are not always fully supported to join in and participate. This results in some children not being able to contribute.

- Children are encouraged to manage their self-care needs. For example, staff provide toddlers with a step so they can reach the sink to wash their hands. Children show an understanding of why they need to carry out good hand-hygiene routines. When staff ask them why they need to wash their hands, children reply, 'To get rid of the germs.'
- Staff promote positive behaviour. They use good manners and role model positive behaviour for children to copy. Staff praise children's achievements, helping to raise their self-esteem.
- Staff share information with parents about their children's development. They support parents to continue children's learning at home. For example, staff talk to parents about singing songs when they change their babies' nappies. This helps to make this a positive experience for their children. Parents say that they value the support they receive from staff with their children's toileting needs.
- The manager uses additional funding for individual children effectively. For example, it is used to pay for extra sessions during the school summer holidays. These extra sessions help to provide consistency for some children all year round.

## Safeguarding

The arrangements for safeguarding are effective.

Staff complete risk assessments indoors and outdoors to ensure there are no potential hazards for children. This helps keep children safe. Safety gates are erected at the entrance to each of the playrooms. This helps to stop children from leaving the rooms unaccompanied. Staff promote children's good health. For example, they sit with children and supervise them well when they are eating. The manager and staff are able to identify the signs that could potentially suggest a child is at risk of harm. This includes if children or parents are being drawn into radicalisation. They know where to report concerns about children's welfare, to promote their safety.

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

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

- support staff to strengthen their interactions with children and use their interests to build further on their learning
- strengthen staff's planning and implementation of group times to meet the needs of all children who take part, especially those who are less confident.

## Setting details

<b>Unique reference number</b>	EY489328
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10236662
<b>Type of provision</b>	Childcare on non-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>	1 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Dotties Nursery Ltd
<b>Registered person unique reference number</b>	RP908159
<b>Telephone number</b>	07875465297
<b>Date of previous inspection</b>	31 August 2016

## Information about this early years setting

Dotties Nursery registered in 2015 and is situated in Leicester, Leicestershire. The nursery employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, four at level 3, and the manager holds level 5. The nursery opens from Monday to Friday, during school term time, over the Easter holidays and for four weeks during the school summer holidays. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager, administrator and the inspector completed a learning walk together of all areas of the nursery and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and administrator. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.

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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