

Inspection of Dorset Hall Nursery Parkside

336 Philip Lane, LONDON N15 4AB

Inspection date: 8 July 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

Children arrive happy and ready to learn at this well-organised nursery. Staff greet the children warmly, discussing relevant information with parents to make sure there is a smooth transition from home. Inside, the children quickly settle and begin to explore the range of stimulating activities on offer. Staff know the children well. They make sure activities support children's individual learning needs and actively encourage them to explore their own interests.

Staff in the baby room create a warm and nurturing environment. A baby snuggles with a member staff while they read a book together. Another baby is shown how to fill a jar with shells, helping to develop their small physical skills. The baby watches carefully and then does it themselves, receiving lots of praise and encouragement from the member of staff for their success. Children in the pre-school room confidently work together in small groups. Staff encourage them to ask and answer questions. This develops children's language and thinking skills.

Staff have high expectations of all the children. Overall, children's behaviour is good. Children understand the routines and they follow instructions well. They share and take turns when playing and use their good manners. They are very considerate towards each other and the staff who look after them.

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

- The curriculum offered is broad. All the areas of learning are planned for and supported. There is a strong focus on communication and language and personal development across the nursery. Older children are supported effectively to build their confidence and independence so that they are ready to start school.
- Outside learning is a strength. Activities are exciting and engaging, providing many opportunities for children to practise and extend their own learning. Trips and visits are planned to enhance the curriculum, helping children to make links with the world around them. For example, as part of the Platinum Jubilee celebrations, children were taken to Buckingham Palace to find out 'where the Queen lives'.
- All children benefit from a wealth of opportunities to develop their communication and language skills. There are books everywhere and the children enjoy daily language sessions in the nursery's well-stocked library. Staff read stories to children and engage them in group discussions to improve their spoken vocabulary. For example, children discuss different fabrics, using their previous knowledge to identify which country the fabrics come from and who would wear them.
- Staff understand how to support and develop children's self-care and

independence skills. Routines provide opportunities for children to practise these skills. For example, at lunchtime, babies confidently feed themselves, and older children serve their own food and drinks. As a result, children develop excellent levels of independence and self-esteem.

- Overall, the activities planned extend children's learning. However, some of the activities and resources provided for the toddlers are not as challenging as they could be. This leads to the children quickly losing interest.
- Staff use praise and encouragement effectively to promote children's confidence during small-group work. They include all of the children, ensuring their thoughts and ideas are valued. However, staff have not set clear expectations for speaking and listening behaviours during these activities. Therefore, children do not always take turns to speak and often use loud voices. This has a negative impact on their ability to learn.
- Continuous professional development is an important part of the nursery's organisation. Managers understand that developing staff's skills is the key to improvement. They ensure training is purposeful and takes account of individual and whole-staff development needs. Staff's well-being is also a priority. Staff report that they feel valued and supported by their managers.
- Meals are cooked on site and the menu is nutritious and healthy. Children's individual dietary needs are met. Parents are sent the menu on a weekly basis so that they can talk to their children about what they will be eating. This encourages children to try new things and to look forward to nursery mealtimes.
- Parents are very supportive of the nursery and appreciate the care and attention their children receive. Good communication systems ensure they are kept up to date with their children's progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their safeguarding responsibilities and the child protection policy and procedures. They know who to contact in the event of receiving an allegation against an adult. Staff's safeguarding training is up to date and includes the 'Prevent' duty and female genital mutilation. A robust recruitment procedure helps to ensure adults working with children are suitable. Accidents are taken very seriously and staff administer medical care as per procedures and share records with parents. Staff help to keep children safe on outings, taking emergency contact details and a first-aid kit with them. Risk assessments are thorough and identify any risks and the action taken to mitigate the risk. This helps to ensure children's safety and well-being.

What does the setting need to do to improve?

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

- ensure the provision for toddlers consistently challenges and extends their learning to improve their engagement and focus
- set clear expectations for behaviour during group activities to help children children understand what is expected of them and to improve their learning.

Setting details

Unique reference number	2550200
Local authority	Haringey
Inspection number	10215710
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	1 to 4
Total number of places	80
Number of children on roll	125
Name of registered person	Marriott, Hawa
Registered person unique reference number	RP909527
Telephone number	02088081561
Date of previous inspection	Not applicable

Information about this early years setting

Dorset Hall Nursery Parkside registered in 2019. It is situated on Philip Lane, in the London Borough of Haringey. The nursery is open Monday to Friday, from 7.30am to 6.30pm, for 51 weeks of the year. There are 35 childcare staff, six of whom hold appropriate early years qualifications at level 6. The nursery provides funded early education for two-, three- and four-year-olds.

Information about this inspection

Inspector

Paul Church

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting with the inspector through discussions.
- The manager and the inspector carried out a joint observation of a small-group activity.
- Staff spoke to the inspector during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children and safeguarding and policies.

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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