

Inspection of Dove Nursery Ltd

The Cricket Pavilion, The Common, Henfield, West Sussex BN5 9RS

Inspection date: 11 November 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 arrive at the nursery and happily wave goodbye to their parents and carers. Staff greet the children warmly as they arrive. Children run eagerly in to explore the activities that staff have provided for them. They clearly show their enjoyment as they manipulate dough through small tubes and giggle with the adults. Children squeal, 'I made a wiggly, wriggly worm!'

Children play enthusiastically in the garden. They share resources and take turns to pour water down the tubes. Young children learn new words such as 'splash' and 'pour'. Staff support children's emerging language very effectively. They have high expectations of children's behaviour and are excellent role models. As a result, children are kind and courteous to the staff and their peers.

Children demonstrate their resilience as they build a tower together. It keeps toppling over and they use their problem-solving skills as they successfully negotiate a solution. They beam with a sense of achievement when staff praise them for not giving up. This helps to raise their self-esteem and confidence.

As a result of the COVID-19 pandemic, leaders have highlighted that some children need additional support with their emotions. Consequently, staff encourage children to talk about their feelings, for example, what makes them 'sad' or 'happy'. Staff are warm and attentive and support children's emotional wellbeing effectively through stories and role-play.

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

- Staff are very good at developing children's communication skills. They have a strong focus on supporting children's language through books, rhyme and songs. Children enthusiastically sing along to the guitar at group times and join in with the actions, commenting, 'Oh, I love this one!' Children are confident speakers and are self-assured.
- Staff work well with other professionals to support children with special educational needs and/or disabilities (SEND). They take advice and try suggested strategies which they also share with parents. As a result, all children make good progress.
- Staff successfully use resources and activities to support children's imaginations and language. For example, children pretend to be hairdressers as they ask staff, 'How do you want your hair today?' They hand the inspector a toy phone. 'It's for you,' they say with a huge smile.
- Parents speak very highly of the nursery. There is praise for the staff who have helped support children with SEND. Parents appreciate that staff support children's home languages in the nursery and provide information on how to

support learning at home.

- Children develop strong physical skills. They learn to ride bikes and jump over large foam shapes. Children design their own obstacle course and skilfully balance, jump and run while playing with it. This promotes children's health and the development of their physical skills very effectively.
- The development of children's independence is not fully nurtured by staff. Sometimes, staff do things for children that they are capable of doing for themselves. For example, staff do not consistently use daily routines to promote children's independence skills.
- Staff use the curriculum to plan learning based on children's existing knowledge and skills. This helps children to have consistent learning opportunities. For example, children who enjoyed wearing pirate costumes were encouraged to draw treasure maps. Children eagerly engaged with their peers to search for 'treasure' in the nursery.
- Staff promote good hygiene routines at snack, mealtimes and after using the toilet. Children wash and dry their hands under the watchful eyes of the staff. However, staff do not use these times to discuss the importance of healthy food. Consequently, children's understanding of healthy lifestyles is not fully supported.
- Staff comment that the owner of the nursery very effectively supports their well-being. They describe how she monitors their workload to ensure that it is manageable. The owner operates an open door policy for staff to discuss any issues at home or in the nursery. As a result, staff say they feel valued and listened to.
- Staff make very good use of the outside space and resources are well organised, enabling children to have space to play. For example, staff and children set up a 'road' system so that children can ride around on bikes safely. Children are thoroughly engaged and shout to their friends that 'green means go' and 'red means stop'. As a result, children develop a good understanding of how to stay safe.

Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their responsibility to keep children safe. They know how to identify children who may be at risk of harm or neglect and how to share those concerns in a timely manner. Staff know what to do if they suspect that children have been exposed to extreme behaviours and views. The manager follows robust and effective recruitment procedures to ensure that adults who work with children are safe to do so.

What does the setting need to do to improve?

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

- maximise opportunities for children to develop their independence skills
- build on opportunities during everyday routines to support children's understanding of the importance of making healthy choices.

Setting details

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| Unique reference number | EY338977 |
| Local authority | West Sussex |
| Inspection number | 10235035 |
| 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 | 14 to 4 |
| Total number of places | 24 |
| Number of children on roll | 13 |
| Name of registered person | Dove Nursery Ltd |
| Registered person unique reference number | RP901776 |
| Telephone number | 01273492990 |
| Date of previous inspection | 14 March 2017 |

Information about this early years setting

Dove Nursery registered in 2006. It operates in Henfield, West Sussex. The nursery is open between 9am and 3pm each weekday, term time only. The setting employs five staff, all of whom hold an appropriate early years qualification. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Tina Lambert

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 inspector and the deputy manager completed a learning walk together.
- Parents shared their views with the inspector.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector viewed a range of relevant documentation, including evidence of the suitability of adults who work with children, registers and paediatric first-aid certificates.
- The inspector observed interactions between staff and children and considered the quality of these interactions. This was taken into account in the evaluation of the provider.

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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