

# Inspection of Discovery Nursery LTD

Dover Discovery Centre, Market Square, Dover, Kent CT16 1PH

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Inspection date: 8 December 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and safe in this welcoming environment and make strong bonds with the staff from the start. They are curious and enjoy exploring both indoors and outside. Children have many opportunities to develop their physical skills as they race around the garden road track on bicycles and excitedly play 'What time is it Mr Wolf?' They explore with flower cuttings and herbs, making potions and building sandcastles in the sand. They hunt for bugs and excitedly tell the inspector what they have found.

Children play and explore cooperatively with their peers. They are confident at negotiating their ideas and involving others in their imaginative play. Children make choices from a wide variety of role-play resources, and use their imaginations well to create a shop, buying and selling foods.

Children develop their independence in a variety of ways. For instance, they wash their own hands, pour their own drinks and participate in washing up after snack time. Children are encouraged to make their own choices in their play, according to their individual interests. Children are developing skills they need to thrive when they start at school.

Children behave well. The interactions between staff and children are warm and positive. Children are learning to share resources and take turns. Staff set clear expectations. This impacts positively on children's behaviour.

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

- The staff team work together well to design a meaningful curriculum. Staff carefully follow children's interests. They use information from observations to plan activities. Staff understand how to challenge and teach children and know what they want them to learn next. They provide a good balance of free-play activities and adult-guided experiences. However, staff do not successfully make the most of their interactions to fully extend the older children's learning.
- Staff swiftly identify children who need additional support and work effectively with other professionals. Strategies are put in place to support children with special educational needs and/or disabilities. These strategies are well thought out and tailored to children's needs and preferences. Staff work closely with parents and other professionals to ensure that these strategies are consistently used to support children's progress. Additional funding is used effectively to help children in their learning and development.
- Communication and language are embedded throughout the curriculum. Children are keen to listen to stories and are encouraged to join in with songs and rhymes. Staff talk to children during activities, introducing new words, and

praising children when they repeat the word. This helps to give the children a sense of achievement and pride in their abilities.

- Children are supported to develop a love of reading. For example, they enjoy exploring books independently and with their friends, as well as listening to stories read by staff. Children are captivated by the expressions and actions staff use while they tell exciting stories. Children join in, recalling new words they have heard.
- Staff encourage children's mathematical development effectively. Children regularly use mathematical language in their play. They confidently count and identify numbers in sequence as they play. Staff challenge children to identify and understand the concepts of size and quantity.
- The manager has a clear vision for the nursery and makes ongoing improvements. She and the staff reflect together on the quality of the provision and take account of the views of parents and children. For example, they have increased the range of opportunities to provide a 'home-from-home' environment. The garden area has been significantly enhanced. For example, now the outdoor learning space has plenty of resources that promote children to play and explore in many different ways.
- Parents are very complimentary about the staff and nursery. They say that their children are always happy to attend, and make great progress in their learning and development. Overall, parents welcome the information they receive through an online app about their child's care and learning. However, staff do not successfully work with parents to ensure that packed lunches children bring meet their dietary needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are fully aware of their role and responsibilities to keep children safe. They are aware of the signs and symptoms that may indicate a child is at risk of harm, and they know the reporting procedure to follow. They know what to do if they have a concern about the behaviour of a colleague. The manager ensures robust recruitment arrangements are followed so that only those suitable to work with children do so. Staff complete daily risk assessments to ensure that the premises are safe and suitable for the children.

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

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

- extend staff's skills to enable them to build on their interactions with older children, to further extend their learning
- work more closely with parents to provide information on the importance of providing a nutritional lunch, and promote further children's healthy lifestyles.

## Setting details

<b>Unique reference number</b>	EY290188
<b>Local authority</b>	Kent
<b>Inspection number</b>	10263274
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Discovery Nursery Ltd
<b>Registered person unique reference number</b>	RP524758
<b>Telephone number</b>	01304 211028
<b>Date of previous inspection</b>	26 April 2017

## Information about this early years setting

Discovery Nursery Ltd registered in 2004. It is located in the Discovery Centre, Dover, Kent. The nursery is open Monday to Friday, from 8am until 6pm, term time only. The provider receives funding to provide free early education for children aged three and four years. The nursery employs seven members of staff, four of whom hold relevant early years qualifications at level 3 and level 4 and one member of staff who holds a relevant early years degree.

## Information about this inspection

### Inspector

Kimberley Luckham

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector carried out a joint observations of a group activity with the 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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