

Inspection of The Dolls House

6 New Walk, Leicester, Leicestershire LE1 6TF

Inspection date:

25 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are generally happy and settled at the nursery. On the occasion when a child does arrive upset, they are quickly offered comfort and reassurance by staff. Children develop a love of books and reading from an early age. For example, babies choose a book from the basket and snuggle up to staff to enjoy their story. Older children eagerly sit together in a circle to hear their chosen book being read. Staff skilfully bring stories to life and capture children's interest and curiosity. For instance, children use their listening and attention skills to recall events in the story and finish the reader's sentences.

Children are provided with a rich learning environment that sparks their interest and curiosity. Staff know the children well and generally support their learning. However, at times, staff do not differentiate activities to ensure they suit the capabilities of the children. For example, staff want children to learn how to balance. They provide crates and long lengths of wood. However, the younger children find this too challenging, and so they lose interest quickly. When teaching is implemented well, children are engaged and focus for extended periods. For example, pre-school children take part in a cutting activity using scissors. Staff provide children with a selection of paper with various markings on to cut around. Some children learn to hold scissors correctly, while others show great determination as they cut around shapes and zig zags. Staff continuously offer encouragement and celebrate the children's achievements, saying, 'I am proud of you'.

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

- The quality of education through the nursery is variable. Staff do not always consider children's individual needs or stages of development when providing activities. For example, staff want children to recognise and match colours. They provide children with different-coloured bean bags to throw in the same-coloured hoops. Some children found the activity easy to do and were not challenged further. Weaknesses in staff's delivery of the curriculum impacts the progress children make.
- Children who speak English as an additional language are supported well by staff. Key words in the children's first language are sought, and these words are used by staff to help children become familiar with routines within the nursery.
- Leaders and staff embrace diversity in the nursery. They offer a range of resources and experiences to promote children's awareness of cultural differences. Staff take children on visits to the local community and link this to their current interests. For example, they visit the local museum and explore the dinosaur area. This engages the children in discussion and extends their knowledge of dinosaurs.

- Parents speak highly of the nursery. They comment on the environment being wonderful, saying that it creates a home-from-home feeling. Parents appreciate that staff keep them up to date with their child's progress, and they know their child's next steps. However, staff do not consistently share ideas with parents to help them support their children's learning at home.
- Staff support children's language development well. They talk to children as they play and aim to help them build a wide vocabulary. For example, babies participate in a sand activity. They feel the texture of sand as they scoop it up and let it fall between their fingers. As they do this, staff introduce new vocabulary, such as scoop, squish and crumble.
- Staff provide opportunities to support children's developing social skills and independence. For example, babies help to fold and tidy away their sleep mattress. Older babies support their friends to put their boots on the shoe wrack. Pre-school children enjoy the responsibility of clearing away the table after lunch and stacking the chairs. These experiences help to promote children's confidence and self-esteem.
- Leaders have systems in place for staff supervision. During these meetings, they discuss training opportunities. However, leaders do not consistently provide staff with targeted support and feedback to help improve their practice. As a result, the quality of teaching is not yet consistently good across the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff ensure that the premises are safe, secure, and clean. They make effective use of risk assessment checks to minimise any potential hazards. All staff understand their responsibilities to safeguard children to keep them safe. They demonstrate a sufficient understanding of the signs that indicate a child may be at risk of abuse. They know the procedure to report concerns about children's welfare. The manager and staff are aware of the steps to follow should an allegation be made against a staff member. Most staff have relevant first-aid training. This means that any accidents are dealt with quickly, which helps to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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strengthen arrangements for staff supervision to identify any weaknesses and to target support and training effectively, to improve the quality of learning experiences offered to children.	22/03/2023
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To further improve the quality of the early years provision, the provider should:

- support staff to consistently implement a curriculum that is age-appropriate and focused on their ability and individual needs
- improve strategies for sharing ideas for activities with parents so that they can support children's learning at home even further.

Setting details

Unique reference number	EY273915
Local authority	Leicester
Inspection number	10259875
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	51
Number of children on roll	35
Name of registered person	The D.H. Nursery Ltd
Registered person unique reference number	RP521841
Telephone number	0116 2223570
Date of previous inspection	22 February 2017

Information about this early years setting

The Dolls House registered in 2003. The nursery employs 9 members of childcare staff. Of these, two hold a BA (Honours) Degree in Early Childhood Studies, and four hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round, from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Langley

Inspection activities

- The inspector discussed the impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with the manager and staff to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed joint observations with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

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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