

# Inspection of Dolphins Childcare

Bridgelink Centre, 373 Summerwood Road, Isleworth TW7 7QR

---

Inspection date: 26 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children show that they feel safe and secure in the nursery, and they happily engage with staff. Children, including those new to the nursery, confidently say goodbye to their parents and carers at the entrance. Children show independence as they participate in various activities. For example, older children develop mathematical skills as they are encouraged to independently count plastic monkeys as they hang them on branches of a tree. They take pride in their abilities when identifying numerals representing their age, which they eagerly share with staff and friends. Overall, staff have high expectations for children and successfully support them to develop a range of skills for future learning. For instance, pre-school children develop pre-writing skills as they draw maps while engaging in imaginary play. Younger children develop communication and language skills well. They participate in storytelling sessions and confidently sing songs during focused activities.

Children benefit from having access to a well-equipped outdoor learning environment. They develop physical skills while running and negotiate obstacles as they chase each other. Staff role model positive behaviour, and children are respectful and kind. They help each other to tidy up and are praised for their efforts.

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

- Children show they are able to manage their own personal needs as they dress themselves to go outside. Staff provide verbal cues to those who are learning to put gloves and coats on. Children persist when they face challenges and are encouraged by staff who offer positive words to promote perseverance. Children show delight as they master new skills, such as putting gloves on independently.
- Children learn to develop independence and healthy eating habits during snack time. For instance, access to snack throughout the morning encourages the children to learn to eat and drink when they are hungry or thirsty rather than at a given time. They make choices between fruit, vegetables and bread and serve themselves. Afterwards, children move their picture on the chart, indicating that they have had their snack.
- Children demonstrate positive attitudes towards their learning and are keen to celebrate their achievements. For example, during water play, children pour water from jugs into the mouth of toy dolphins. Older children then delight in demonstrating to younger children how to master the task. Younger children persist until they can do it, encouraged by older children.
- Children benefit from new experiences in the wider community. For example, they shop in the local supermarket to buy ingredients for cooking activities. Children learn about the natural world by growing and harvesting vegetables.

Activities with the local gardener familiarise children with the roles people do within their area. Finding out about a range of festivals helps children to learn about and respect the diverse community in which they live.

- Parents speak very highly of the nursery. They welcome the home-learning bags, which provide activities they can do with their children. Regular meetings with staff enable parents to understand the progress their children make. Activities, such as parent 'stay-and-play' sessions are warmly received. Parents believe that they offer an insight into the children's learning and development and provide ideas for activities that they can do at home to further support their children.
- Staff say the manager provides strong well-being support. Through observation and regular staff supervision meetings, areas of professional development are agreed. Staff attend regular online training to further their skills. The manager works with the local authority to achieve the best outcomes for children. For example, the special educational needs adviser provides strategies to support children with special educational needs and/or disabilities. This has boosted staff confidence in their ability to provide relevant support and has resulted in children making good progress from their starting points.
- Overall, children's learning is supported well. For example, during imaginary play, older children discuss how they will build a car. They refer to a book and discuss which car parts are needed where. Staff extend sentences and repeat the correct pronunciation of vocabulary to support language development. Staff have a good understanding of their key children's needs but are not always clear on the needs of other children, in order to fully support them in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular training and are confident to identify whether a child is at risk from potential harm. Staff know who to contact should they have a concern about a child or an adult working with them. Regular supervision meetings provide the opportunity for staff to voice any safeguarding worries. The designated safeguarding lead attends regular external training to ensure his knowledge is up to date. Staff are aware of individuals who could be affected by inappropriate cultural practice and those who may be vulnerable to radicalisation. The robust recruitment procedure ensures that all staff are vetted and suitable to work with children.

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

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

- strengthen communication between staff to develop a more consistent approach to supporting children's next steps in learning.

## Setting details

<b>Unique reference number</b>	EY501705
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10280473
<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>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Welsh, Lloyd
<b>Registered person unique reference number</b>	RP906017
<b>Telephone number</b>	07923064607
<b>Date of previous inspection</b>	21 September 2017

## Information about this early years setting

Dolphins Childcare registered in 2016 and is located in Isleworth. The nursery is open term time only, from 8.30 am to 3pm on Monday to Friday. There are five members of staff, all of whom hold appropriate early years qualifications at level 3. The setting receives funding to provide free early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jill Pearce

## 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 deputy leaders and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what he wants children to learn.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023