

Inspection of Dickory Docks Educational Day Nursery

Dickory Docks Educational Day Nursery, Cockney Hill, Tilehurst, READING RG30
4EX

Inspection date: 26 June 2023

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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 settle well in the care of staff. The care of babies is tailored to their individual needs, and staff follow their home routines. Staff support all children with caring and warm interactions. This helps children to feel safe and secure. Children mostly behave well. Pre-school children learn about their feelings and how to manage them. Children throughout the nursery develop their confidence effectively and gain good social skills.

Staff are keen for children to learn and progress. They have a secure knowledge of children's needs, including their next steps in learning and those who may need extra support. On occasion, not all staff promote the learning intentions of the curriculum fully. Children enjoy interesting and engaging activities across all rooms. These help to involve them in their play and learning. Toddlers have fun exploring bubbles. Staff repeat words and sing songs during activities. This promotes children's language development and helps them to remain engaged in the activity. Babies are familiar with stories and songs, such as knowing some actions, sounds and words.

Older children develop their independence effectively. They learn to clean their noses and put the tissue in the bin. Pre-school children serve their own meals and clear away afterwards. They develop a good awareness of healthy lifestyles. For example, they learn to recognise that they might need a drink after physical activity. Overall, staff promote children's good health consistently well, such as regular handwashing.

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

- Leaders are dedicated and committed. They manage the nursery well and are reflective. This helps leaders to identify and make improvements. Staff feel supported in their work and well-being. They receive ongoing support, including training and professional development. Although leaders are implementing good systems and new approaches, these are not always precise enough to help staff build further on their practice.
- Staff have a secure understanding of the needs of children with special educational needs and/or disabilities. They are proactive in supporting children and their families. This includes completing education, health and care plans and using individual education plans to support children's progress. Staff show good consideration in how they support children. For instance, they use familiar toys to help children manage changes in the routine and picture cards to promote communication.
- Staff support children learning English as an additional language sensitively. Some staff speak the same languages as children. This helps staff to reassure

children in their home language, when needed, and it also values their backgrounds and supports children's learning. The use of additional funding is well considered. Leaders reflect that buying books for families to use at home has had a positive impact on children's language skills.

- Staff have a good understanding of children's starting points and their progress over time. Overall, staff support children's learning needs securely, and the key-person system works well. Staff provide interactions that help to build on what children already know and can do. Children learn to focus and concentrate during activities. They recall prior learning, as staff recognise the importance of repetition for children. For example, babies recognise when it is tidy-up time, and pre-school children recall animals and the way they move.
- Children receive timely guidance from staff to help them understand the expectations for behaviour. For instance, staff gently help toddlers to understand that there are enough toys available to share. Sometimes, staff do not manage all daily routines effectively. This includes lunchtime in the toddler and pre-school rooms, where the noise levels rise and the rooms lack calmness. Due to this, on occasion, children's need for reassurance goes unnoticed for short periods of time.
- Children follow good hygiene routines. Staff explain to children that they may have germs on their hands to build their awareness of the importance of hygiene routines. Children have access to drinking water in all rooms. They are offered drinks with their healthy meals and snacks. At times, toddlers do not independently access the drinking water available, and staff overlook encouraging them to do this, to further promote children's well-being.
- There are strong partnerships with parents and professionals. The good communication between staff, parents and any professionals involved in children's care promotes consistency and continuity of care and learning. Parents speak very positively about their experiences of the nursery and the care and learning provided to their children. Staff manage children's move to school well, sharing relevant information with parents and future teachers to support this.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to recognise safeguarding indicators, including children's unexplained absences and injuries. They know the kind of behaviours committed by staff that would cause concern. Staff understand the importance of reporting concerns about children or adults. They know to refer these to the nursery's designated safeguarding leads and/or to relevant outside agencies. Leaders and staff work in close partnership, where appropriate, with other professionals and agencies to support the welfare needs of families. The premises is secure, which minimises potential safety risks to children. Leaders follow appropriately robust recruitment processes to check staff's suitability 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:

- review arrangements for managing changes in the daily routines, such as mealtimes, to ensure staff provide a calm approach and atmosphere to support and meet children's needs consistently at these times
- ensure staff promote children's good health more consistently, including encouraging younger children to drink water at appropriate times, to support their well-being
- continue to build on the good monitoring approach in place to identify and support staff's professional development more precisely, to raise the quality of their practice further.

Setting details

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| Unique reference number | EY473739 |
| Local authority | Reading |
| Inspection number | 10291933 |
| 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 | 0 to 4 |
| Total number of places | 80 |
| Number of children on roll | 118 |
| Name of registered person | Reading Daycare Limited |
| Registered person unique reference number | RP907675 |
| Telephone number | 01189598252 |
| Date of previous inspection | 2 January 2019 |

Information about this early years setting

Dickory Docks Educational Day Nursery registered in 2014. It is located in the grounds of King's Academy Prospect School, in the Tilehurst area of Reading, Berkshire. The nursery opens each weekday, from 8am to 6pm, all year round, except for bank holidays and a week at Christmas. When there is sufficient demand, an early session is offered from 7am to 8am. The provider receives funding to provide free early education for children aged two, three and four years. A team of 22 staff work with the children. Of these, 14 hold appropriate childcare qualifications at level 3, and three staff hold level 2 qualifications.

Information about this inspection

Inspectors

Sheena Bankier
Leanne Merritt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager took the inspectors on a learning walk and explained the curriculum intentions and how these are implemented to the inspectors.
- Discussions and meetings were held with leaders and staff during the inspection.
- The inspectors observed children's activities, play and interactions with staff, indoors and outdoors, and assessed the impact of this on their learning and progress.
- The inspectors and area manager observed and evaluated activities together.
- Some parents and carers discussed their views and provided feedback about the nursery.
- Children interacted with the inspectors and talked about what they like to do and play with at the nursery.
- A sample of relevant documentation was reviewed, including evidence of staff's paediatric first-aid certificates and suitability checks.

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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