

Inspection of Dot Tots Nursery

1 Ebenezer Street, BILSTON, West Midlands WV14 9LP

Inspection date: 17 July 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 who attend this nursery make good progress. Staff plan activities that are linked to children's interests and next steps for learning. As a result, children are eager to take part and concentrate for prolonged periods of time. The expectation across the nursery is for all children to have continuous learning opportunities that build on what they already know and can do. When children transition between rooms, staff share information about where children are in their learning and development. This helps to ensure that children's learning journey is seamless.

There is a high focus on outdoor learning. Staff successfully recognise that some children learn better in an outdoor environment. They have also noticed that being in the fresh air helps children to regulate their behaviour as they have space to 'let off steam'. Children happily play together as they initiate a game of skittles. They develop their large-muscle skills as they balance, climb, and slide with increasing dexterity. Staff value children's opinions and children are able to make democratic choices. Older children vote for the story they want to listen to. They make a mark on a whiteboard next to the story they want and add up the total. This also helps children to respect the choices of others if it is not their story that wins the vote.

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

- Managers have implemented a curriculum that supports children's continued learning. They understand what children need to learn at each stage of their development. Managers regularly check that staff know the intent for the activities that they provide. They check children's assessments termly to ensure that they are a true reflection of each child's individual learning stage and to enable them to swiftly recognise if there are any gaps in the curriculum.
- Staff well-being is given high priority. Managers recognise that, on occasions, staff are faced with some very challenging situations. As a result, they have introduced 'Take 5' to enable staff to just take a step back for a few minutes. Staff receive support to continue with their professional development.
- Children with special educational needs and/or disabilities (SEND) receive superb support, and this is a real strength of the nursery. The special educational needs coordinator is knowledgeable and experienced. She works closely with parents and outside agencies to identify any additional support children may need. As a result, children with SEND make the very best progress they are capable of.
- Staff place great emphasis on supporting children's literacy skills. Children of all ages have access to books in designated cosy areas and a library. Younger children look at pictures and recognise different animals. Older children are beginning to understand the different parts of the book, such as the author and the illustrator. They also know that the words on the back of the book are the blurb and this tells you what is going to happen in the story.

- Staff work exceptionally hard to support children to manage their own behaviour. They teach children about emotions and to recognise boundaries. Staff have introduced several initiatives, including a code of behaviour, which continually reinforce the importance of behaving appropriately. Children are encouraged to begin to resolve minor conflicts and disagreements for themselves. Children make friendship flowers to show others what they would like in a friend, such as giving cuddles, being kind, playing together and sharing.
- Children take part in a range of activities. Babies discover different textures and two-year-old children make cakes with cereal and chocolate. Older children hunt for shells in the sand and can recognise and match numbers from one to 10. However, sometimes the activities are not organised well enough to ensure that all children get the very best from the learning experience.
- Older children serve themselves to their lunch and snack. However, during lunchtime some children are not provided with the support they need. Staff do not consistently interact in a positive way to help children to use cutlery or to initiate conversation to make lunchtime a social occasion. Staff give older children items from their lunchboxes one at a time. This does not help to prepare them in readiness for lunchtimes at school.
- Partnerships with parents are exceptionally strong. Parents are totally included in their child's learning. They are encouraged to take part in challenges, such as growing sunflowers and taking children on visits into the local community. Parents are invited to share information about their home language, culture, and beliefs with the children, to broaden their experiences and knowledge of differences. Parents comment that the nursery feels like a family.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a clear understanding of the signs that may indicate that a child is being abused or is at risk of harm. They attend training to ensure their knowledge is always up to date. Staff fully understand who to report any concerns to, including if the concern is about a member of staff. Robust recruitment, vetting and induction procedures ensure that all staff working with the children are safe and suitable 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:

- consider the organisation of activities to ensure all children are able to fully participate and gain the best from their learning experiences
- support all staff, including those who only work during lunchtime, to fully understand how to promote children's independence, communication and social skills.

Setting details

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| Unique reference number | EY349520 |
| Local authority | Dudley |
| Inspection number | 10302654 |
| 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 | 59 |
| Number of children on roll | 83 |
| Name of registered person | Daycare (UK) Limited |
| Registered person unique reference number | RP526849 |
| Telephone number | 01902 883444 |
| Date of previous inspection | 16 February 2018 |

Information about this early years setting

Dot Tots Nursery registered in 2007. It operates in Coseley, West Midlands. The nursery opens Monday to Friday from 8am to 6pm, all year round, except for bank holidays and a week at Christmas. The nursery employs 14 members of staff. Of these, 12 hold an appropriate qualification at level 2 or level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rebecca Johnson

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 deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out joint observations of a group activity with the deputy manager.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- 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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke to several 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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