

Inspection of The Dolls House

6 New Walk, Leicester, Leicestershire LE1 6TF

Inspection date: 13 December 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 | Requires improvement |
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What is it like to attend this early years setting?

The provision is good

Children thrive at this welcoming, vibrant and fun nursery. Staff work well with parents to get to know their children before they start attending. They learn what children know and can do. This helps staff to plan a curriculum to match what children need to learn next.

Children show good focus in a range of exciting activities. Staff teach children how to sing in front of others as they enjoy music and dance sessions. Children become confident performers which helps to boost their self-esteem and communication skills. Staff are skilful at extending children's learning. When a child begins to share their interest in history, staff help him to explain how Richard III lived a long time ago and is now buried in the cathedral.

Staff are caring and kind. They praise children for showing good manners and behaving well. The curriculum for children's physical development is particularly effective. Babies show good upper body strength as they pull themselves up on to a slide. Older children gain strength in their hands and fingers as they use felt-tips and play dough. Staff teach children to use the correct grip with their fingers as they cut with scissors.

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

- In general, staff support children's communication and language skills well. Younger children enjoy singing sessions during which they choose the nursery rhyme they would like to sing. Staff enthusiastically encourage children to join in with the words and actions. Older children are introduced to ambitious vocabulary. For example, during a conversation about flying, staff explain that bees fly and that they pollinate flowers. At times, staff do not always consider where they are standing or sitting when talking to children. On these occasions, children cannot see who is talking to them. This limits their ability to respond and be heard when they are spoken to.
- Staff help children to think about their emotions and how different situations make them feel. Older children are able to talk about what makes them feel excited or scared. Staff use this learning for children later in the day when there is a dispute over some play dough. They ask children to think about each other's feelings and the problem is resolved skilfully. Children are beginning to learn to listen to others and to consider each other's wants and needs as they play.
- Children benefit from a range of freshly cooked meals at the nursery. Younger children show good skill in feeding themselves home made broccoli and pear soup. They say that it is 'yummy'. Staff encourage children to think about where broccoli and pears are grown and the different meals they have had previously which included these ingredients. Staff support children to make links between

what they already know and new words and ideas.

- The manager supports her staff team well. She shows genuine care for their well-being and checks with them regularly to see how they are feeling. The manager works tirelessly to coach staff to improve their teaching further and support their continuous professional development. Staff respond well and are clear on the targets they are working towards. The manager and the staff team work closely together to make sure that children are well cared for and that their learning is prioritised.
- Staff are quick to identify when a child may show signs of needing additional support. The staff team liaise effectively with parents and other professionals to share information about ways to support children's learning needs. This helps to make sure that all children with special educational needs and/or disabilities (SEND) receive the support they need.
- Partnerships with parents are effective. Staff share information about children's learning with parents and provide ideas to help children's learning and development at home. Parents are very appreciative of the support staff provide for children's communication and language skills. Parents and staff work together to share ways to develop children's vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The staff team has a confident understanding of how to identify if a child is at risk of harm. When new staff are recruited, the manager makes sure that they know what to do if they are concerned about a child's welfare. Staff are aware of the other professionals they may need to contact who might be involved in a child's life. Staff check the entrances and exits to the premises regularly to ensure they are safe and secure.

What does the setting need to do to improve?

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

- improve how staff support children with their communication and language skills.

Setting details

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| Unique reference number | EY273915 |
| Local authority | Leicester |
| Inspection number | 10278317 |
| 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 | 45 |
| Name of registered person | The D.H. Nursery Ltd |
| Registered person unique reference number | RP521841 |
| Telephone number | 0116 2236357 |
| Date of previous inspection | 25 January 2023 |

Information about this early years setting

The Dolls House registered in 2003. The nursery employs 10 members of childcare staff. Of these, two hold a BA (Honours) Degree in Early Childhood Studies, six hold level 3 early years qualifications or equivalent and two hold appropriate early years qualifications at level 2. 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

Jude Simpson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff 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 carried out joint observations of group activities with the manager.
- 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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