

Inspection of Dowry House Nursery School

St. Marys Road, Bamber Bridge, Preston, Lancashire PR5 6TE

Inspection date: 12 December 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive confident, happy and eager to learn because staff create a welcoming and inviting environment. Children and their families are welcomed each day by staff, who make sure that essential information is shared with parents. For example, staff share information about activities that children will be doing at nursery. This enables parents to continue these activities at home, which contributes to consistency in children's learning. Children settle quickly and take part in the wide range of activities and learning experiences on offer. Staff plan and deliver a curriculum that is ambitious for all children. Staff plan precisely for children's next steps in their learning.

Children develop excellent relationships with their key person. They thoroughly enjoy small-group activities and one-to-one time with their key person, who understands their needs. Children respond well to staff's clear instructions and expectations. Children develop good levels of independence. Staff encourage them to choose to play inside or outdoors. Children learn to put on their coats and hats before going out to play. They are busy, cooperate and learn with their friends. Children's behaviour is good. They take it in turns to navigate over tyres and crates, with help, praise and support from staff. Children play outside freely and enjoy the time to develop their large motor skills. For example, they run smiling in a large open space and play hopscotch with their friends. Children enjoy listening to stories. They share books with one another as they turn the pages and look at the pictures. Children also enjoy yoga, which instils a sense of calm. Children develop good posture and balance.

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

- Children have good opportunities to role play. They use their imagination well as they pretend to cook in the kitchen. Staff support and play alongside the children. They chat to the children about what they are doing and encourage them to play well together. This helps children to make friendships.
- Children behave well. Older children look out for and look after younger ones. For example, when children notice that others are having difficulty putting their coats on to go outdoors, they ask them if they would like some help. Older children also show acts of kindness as they invite younger, less-confident children to join them in their play.
- Staff help children to develop a good understanding of mathematical concepts. Children count in activities, write numbers and begin to make simple calculations. They excitedly count the number of buttons on the snowmen. Children call out excitedly that two and two make four. This helps to develop their early mathematical knowledge in readiness for school.
- The manager provides strong leadership for the staff team. He has an incredible

knowledge of every child who attends the nursery. In his role as the special educational needs coordinator, he is extremely proactive in seeking early help for children, when needed. The manager and staff have built highly effective partnerships with other professionals and external agencies. This ensures that all children receive the help they require to make the best possible progress.

- Partnerships with parents are good. The staff team has developed close relationships with parents and put in place support for children and their families. Parents say that staff are very supportive and help them to understand how they can extend their children's learning at home. They are happy with the progress their children make at the nursery. Parents compliment staff on supporting their children to become more confident.
- Staff take their lead from children's interests and plan activities they know they will enjoy. The manager has a clear curriculum intent, which is to introduce rich opportunities to develop children's vocabulary. However, at times, staff do not always implement the curriculum intent. Staff do not always recognise when to interact and enhance their language with children. This does not fully promote and extend children's language opportunities further.
- The manager and staff regularly reflect on their practice and assess the quality of the provision. They are passionate about providing high-quality care and education. The manager and staff have high expectations for what children can achieve in this nursery. This has a positive impact on children's learning.
- Staff benefit from regular support and supervision and feel well supported by the manager. They receive feedback about their teaching practice and are given good opportunities to enhance further their professional development. This helps to raise staff morale and improves outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of child protection issues and are clear about their role and responsibilities to safeguard children. The manager and staff keep their safeguarding training up to date. They know the signs that may indicate that a child is at risk of harm and they know how to report concerns. There are thorough recruitment and vetting procedures in place and effective systems to ensure the ongoing suitability of staff. Only those who are suitable to work with children do so.

What does the setting need to do to improve?

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

- develop the consistency of how staff enhance language opportunities when engaging and interacting with children, to fully support and extend each child's learning.

Setting details

Unique reference number	309291
Local authority	Lancashire
Inspection number	10305333
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	2 to 4
Total number of places	26
Number of children on roll	37
Name of registered person	Wilson, Irene
Registered person unique reference number	RP512223
Telephone number	01772 628 410
Date of previous inspection	19 February 2018

Information about this early years setting

Dowry House Nursery registered in 1990. It is situated in Preston, Lancashire. The nursery is open each weekday from 7.30am to 5.30pm, for 51 weeks of the year. The nursery employs six members of childcare staff. Of these, three hold childcare qualifications at level 6 and two hold level 3 qualifications. The manager holds qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Barrow

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 setting.
- The inspector and the manager completed a learning walk and discussed how the curriculum is organised.
- The manager and the inspector completed joint observations.
- The inspector spoke to parents and children to obtain their views about the nursery.
- The inspector held discussions with staff and the manager at appropriate times throughout the inspection.

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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