

# Inspection of Dinotots Daycare

Barclays Bank Plc, 22 Bridge Street, Blyth NE24 2BW

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Inspection date: 31 January 2024

<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	Not applicable

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

### **The provision is good**

Staff create a warm, welcoming environment for children and their parents. Children demonstrate that they feel happy and secure as they enter their rooms with enthusiasm. Staff have effective settling-in visits that build over time to help children make a smooth transition from home to the nursery. A well-established key-worker system supports each child.

All children are supported throughout the nursery in their activities. Staff join in with children's play at their level. They talk to children and promote their communication and language. For example, they introduce new descriptive words, such as 'squeeze', when children play with dough. In the baby room, staff support children as they help them learn to start to move around. Children pull to standing and eventually learn to walk.

Children learn good social skills when playing with others. For example, they learn to share and take turns to use the resources. Staff have high expectations of children. They make them aware of the rules in the nursery and set clear boundaries for them to learn right from wrong. Children's behaviour is good. They respond well to staff directions.

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

- The manager demonstrates that she has high expectations for the children in her care. Her curriculum covers all areas of learning and is well sequenced. Staff show that they are fully aware of the intent of the curriculum, and this is implemented well. For example, they have clear learning outcomes that they want children to achieve from the different activities throughout the nursery. For instance, pre-school children wash dolls with soap and water. Staff talk to them about their own self-care and the importance of washing to get rid of germs.
- Children who speak English as an additional language are well supported and made to feel welcome at the nursery. Staff find out words in their home language that they can use with them. Picture cards help staff to communicate with both children and parents. Throughout the nursery, children's emerging speech is supported. Staff sing and do familiar rhymes and use basic sign language with children, during their activities.
- Children develop an appreciation for books in the nursery. Staff read to children and children can look at books on their own or with other children. Each room promotes reading at home. Children take it in turns to take home a cuddly dinosaur and a couple of books that they can share with their parents. Parents record any activities they have taken part in with their child and the dinosaur. This is then shared with children when the dinosaur and books are returned to nursery.

- Staff take children on many exciting outings in the local environment. For instance, children walk to the harbour. Staff talk to children about the different boats that they can see. They visit the local park, where they can observe the birds or use the large play equipment, to develop their large-muscle skills. This means that children have a good understanding of their local area.
- The enthusiastic provider and manager have a clear vision for the nursery and are always looking to improve, where needed. As part of improvements, they have recently put a new heater in one of the top floor playrooms. However, on the day of the inspection staff were unable to operate the heater to a comfortable temperature for children, while they were in there.
- Staff working with pre-school children support them to develop their independence. For example, a small group of children help to set the table for lunch. Staff incorporate mathematics into this. They encourage children to count how many plates they need. However, at lunchtime staff do not help pre-school children to learn how to use a knife and fork safely. For instance, children sometimes put the knife in their mouth, or they do not cut their food up with their cutlery, using their hands to feed themselves instead.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- develop staff understanding of how to operate the wall heater in the top floor room, so that the room is a comfortable temperature for children at all times
- extend staff's skills to enable them to build on their interactions with pre-school children, particularly with regard to demonstrating how to use a knife and fork effectively at mealtimes.

## Setting details

<b>Unique reference number</b>	2652143
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10305522
<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>	0 to 11
<b>Total number of places</b>	59
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	Dinotots Daycare Limited
<b>Registered person unique reference number</b>	2652141
<b>Telephone number</b>	01670 363023
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Dinotots Daycare registered in 2021 and is located in Blyth, Northumberland. The nursery employs 11 members of childcare staff. Of these, eight staff hold appropriate early years qualifications at level 2 or above. The nursery opens all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and two weeks at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Lynne Pope

## Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the provider.
- The inspector and manager carried out a learning walk to discuss how the curriculum is planned and the opportunities that are available for children.
- A joint observation was carried out with the manager, and the impact of this on children's learning and development was discussed.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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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