

# Dormer House School Nursery & Daycare Units

Dormer House School, High Street, Moreton-in-Marsh, Gloucestershire, GL56 0AD

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 17/02/2014     |
| Previous inspection date | Not Applicable |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>2</b>       |
|--|-------------------------|----------------|
|  | Previous inspection:    | Not Applicable |
| How well the early years provision meets the needs of the range of children who attend |                         | 2              |
| The contribution of the early years provision to the well-being of children            |                         | 2              |
| The effectiveness of the leadership and management of the early years provision        |                         | 2              |

## The quality and standards of the early years provision

### This provision is good

- Children are well protected because managers and staff ensure effective risk assessments are in place. This means children are always well supervised and cared for.
- The management team demonstrate a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and successfully promote children's safety and well-being.
- Children enjoy a variety of stimulating activities that capture their interests and spark their curiosity. As a result they make good progress in their learning because activities motivate them and the quality of teaching is good.
- Staff develop highly positive relationships with parents and carers through effective induction and frequent communication. Information is continually gathered and exchanged for the benefit of each child's care, learning and development.

### It is not yet outstanding because

- Staff sometimes miss opportunities for children to be independent in their everyday tasks. As a result, children are not always provided with opportunities to further extend their independence skills.

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### Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

### Inspection activities

- The inspector observed activities in the rooms and in the outdoor areas. A tour of the premises was completed.
- The inspector looked at relevant documentation including evidence of the staff suitability checks. Records of staff supervision, risk assessments and a sample of the nursery policy and procedures documentation were also viewed.
- The inspector met with the head teacher and spoke with staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nurseries own parental feedback.

### Inspector

Julie Swann

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**Full report****Information about the setting**

Dormer House Nursery and Daycare unit operates from within Dormer House School, Moreton-in-Marsh, Gloucestershire. The unit provides all day nursery care, a breakfast club, after school club, and a holiday club. There are currently 58 children on the roll. Of these 34 children receive funding for nursery education. The nursery is open from 8 am to 6 pm, Monday to Friday, 51 weeks of the year. The nursery employs nine staff who work with the children, across the different age groups, together with additional staff who provide break-time and emergency cover. The setting employs 9 members of childcare staff. Of these, 8 hold appropriate early years qualifications, including one with Qualified Teacher Status.

**What the setting needs to do to improve further****To further improve the quality of the early years provision the provider should:**

- strengthen children's confidence and independence in everyday tasks by, for example, allowing children to pour their own drinks and cut up their own food.

**Inspection judgements****How well the early years provision meets the needs of the range of children who attend**

Staff strive to meet the individual needs of all children at this vibrant nursery and endeavour to give them the best possible start in life. They provide a wide range of activities, which allow children to demonstrate the characteristics of effective learning. For example, children learn to concentrate for extended periods of time on their chosen task, as they use small wooden bricks to build an intricate tower. Staff use open questions to allow children to make links to their local environment, as they build the tower, which they describe as 'huge' and 'as big as school'. This inspires other children to follow and build their own 'schools' too. This shows children are confident in having their own ideas and are able to critically review the success of these. Staff have developed and implement a very good assessment system. This helps them focus well on planning in all areas of development for the individual child. They make regular observations and have a good understanding of the importance of supporting children's key areas of development. Each child has their own learning journal record, which includes staff observations and a range of photographs showing children's enjoyment during everyday activities.

Staff and children regularly talk about number, sorting and describing shapes during their play. For example, children show confidence in counting backwards from ten and staff make the most of chances to extend children's understanding of concepts, such as 'add

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one' and 'take one away' through questioning in everyday situations. For example, during snack time, staff ask children to describe what shapes their cakes are that they had drawn earlier. Staff encourage the children to count how many cakes they have drawn and how many more they would need to make ten, and then how many are left each time a child eats one. This enhances their mathematical development, which is further promoted by the effective use of visual pictures and number cards which children use in their play.

Children are beginning to recognise the sounds of letters of the alphabet, particularly those associated with the initial sound of their own name. Staff help children understand that words have meaning through books and by providing opportunities for children to attempt write, such as when they make shopping lists as part of the role play activities. Children learn about the wider world through the excellent resources and discussions they have. For example, they initiate discussion about topics, such as Chinese new year. This encourages children to talk as well as listen to others.

There is a strong focus on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development to provide a solid foundation for all areas of their learning. Consequently, children who are falling behind their peers are quickly identified and those with special educational needs and/or disabilities are well-supported. This is further enhanced with superb visual displays that promote an inclusive approach, so all children take part and are actively involved in their learning. Therefore, children acquire the skills, abilities and attitudes to prepare them well for their future learning and for school.

Parents have regular opportunities to review their children's progress both at drop off and pick up times and through parents' evenings. Parents are also provided with copies of children's progress check at age two and are asked to contribute to this by making comments about their children's learning and development. Staff talk to parents daily and provide verbal updates about the activities children have been involved in and the learning that has taken place. Parents are encouraged to share children's learning at home and some parents provide verbal observations, which staff take account of. This demonstrates that parents' comments are welcomed and this shared approach successfully contributes to the good progress children make.

**The contribution of the early years provision to the well-being of children**

All children show a strong sense of belonging in the nursery and approach staff with ease to make their needs known. This helps them form secure bonds and promotes their emotional and physical well-being. Staff act as positive role models. They are polite to each other and work well as a team. They frequently praise and encourage children, which raises children's self-esteem and encourages positive behaviour. Staff deal with any slight incidents of frustration appropriately and children are learning to understand how their actions hurt others. Consequently, children play cooperatively with their friends and behave well, which promotes their personal, social and emotional development, as they are learning to manage their feelings and behaviour.

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The nursery is well resourced and children have a stimulating environment both inside and outdoors, in which to play and learn. For example, the outdoor area provides opportunities for children to enjoy daily fresh air and develop their physical skills as they ride bikes and scooters and balance on planks of wood. In addition, children visit the local park through an adjacent gate, where they have lots of space to run around and learn about road safety. Risk assessments show staff are deployed effectively and the legal ratios are maintained while on outings. This provides appropriate support to prepare children for their next stage in learning, which is normally starting school, as they gain confidence and independence in situations away from the nursery.

Children understand why it is important to wash their hands before they eat in order to prevent germs spreading and becoming poorly. They independently and confidently follow hand-washing routines after messy play and quickly dispose of paper towels appropriately. Children's understanding of healthy eating is promoted well, as staff use daily activities to talk about healthy food. For example, children use role-play to talk about healthy fruit and vegetables. Meal times are very social occasions where staff sit and eat with the children. However, children are not always provided with opportunities to be independent in their everyday tasks. For instance, practitioners wipe children's noses and cut up children's food without supporting them to try first. Furthermore children are assisted in pouring their own water. As a result, children are not always extending their confidence in their own ability.

**The effectiveness of the leadership and management of the early years provision**

The management team and staff have a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. They work closely together to help move the provision forward. This includes regular team meetings and reviews to consolidate good practice with regards to children's learning, safeguarding and health and safety. Staff are fully versed with the whistle-blowing policy should they have any concerns regarding their colleagues conduct. Robust recruitment, vetting and induction procedures ensure adults working with children are suitable to do so. This ensures that children are cared for by staff that demonstrate the required skills and commitment, enabling children to feel secure and safe. Staff carry out risk assessments for the setting and review them on a regular basis to ensure that children can play and explore in a safe and secure environment. Each member of staff has attended up-to-date safeguarding and risk assessment training, so that they are aware of all potential risks to children and how risks can be minimised.

Comprehensive policies and procedures, including a complaints policy, are in place and updated accordingly to include the use of mobile telephones and cameras within the setting. All policies and future plans are shared with the parents and staff. Complaints records reflect that there are no complaints relating to staff deployment while outdoors. There are robust monitoring methods that ensure that the educational programme accurately meets the needs of all children that attend. As a result, staff have a good understanding of effective teaching methods and use their knowledge to effectively

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support children's learning. Annual appraisals and regular staff meetings are used to discuss any practice issues. Professional development is actively encouraged by the manager and staff have attended a wide variety of training courses to enhance their knowledge and practice. As a result, staff are better informed to promote children's welfare and safety. Effective staff deployment throughout this secure nursery ensures that children are well supervised and supported both indoors and out. Staff are vigilant and give good attention to daily routines, such as ensuring the daily hygiene requirements of all children are met and often exceeded, in particular nappy changing routines.

Good partnership working with a broad range of professionals help to target, support and review the arrangements for all children. Staff value children's backgrounds and their home languages with effective systems to help children and families who speak English as an additional language. Good links have been forged with the school to help support children. The manager is fully aware of the importance of good communication and partnership working and has a good working relationship with the local authority early years advisor.

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**What inspection judgements mean**

**Registered early years provision**

| <b>Grade</b> | <b>Judgement</b>     | <b>Description</b>   |
|--------------|----------------------|--|
| Grade 1      | Outstanding          | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.   |
| Grade 2      | Good                 | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.   |
| Grade 3      | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.  |
| Grade 4      | Inadequate           | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection. |
| Met          |                      | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.  |
| Not met      |                      | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.  |

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**Inspection**

This inspection was carried out by Ofsted 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.

**Setting details**

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY286502  |
| <b>Local authority</b>             | Gloucestershire                                 |
| <b>Inspection number</b>           | 926848  |
| <b>Type of provision</b>           | Full-time provision                             |
| <b>Registration category</b>       | Childcare - Non-Domestic                        |
| <b>Age range of children</b>       | 2 - 5   |
| <b>Total number of places</b>      | 41  |
| <b>Number of children on roll</b>  | 58  |
| <b>Name of provider</b>            | Dormer House (Moreton-in-Marsh)School Trust Ltd |
| <b>Date of previous inspection</b> | not applicable                                  |
| <b>Telephone number</b>            | 01608 650758                                    |

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



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and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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