

Dimples Riverside Day Nursery

Inspection report for early years provision

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Inspector Eileen Grimes

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Dimples Nursery is privately owned and was registered in 2005. It operates from three rooms in a new build in North Ormesby Children's Centre. The nursery serves the local area and has strong links with the school. The nursery is part of a Children's Centre. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 88 children may attend the nursery at any one time. There are currently 87 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years. The nursery is registered on the Early Years Register and on the compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 15 members of child care staff. Of these, one holds an appropriate early years qualifications at Level 2 and 14 at Level 3 or above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The safeguarding of children is given a high priority in the inclusive, enabling setting. The staff's strong commitment towards continual improvement and the robust training programmes continually improve outcomes for children and their families. Children make very good progress towards the early learning goals and the promotion of independent, active learning is a key strength in the setting. Very effective partnerships are maintained with parents and carers and other professionals.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update policies and procedures and records in line with the welfare requirements.

The effectiveness of leadership and management of the early years provision

Robust and rigorous policies, procedures and records are in place. Together with the staff's in-depth knowledge and understanding on child protection and other associated issues, this ensures that children in this nursery are extremely well

safeguarded. However, some records require updating. Risk assessments are regularly completed for inside and outside and setting.

The management team demonstrate a very strong commitment and capacity towards continual improvement as they achieve high quality care and education for children. All recommendations from the last inspection have been completed. A number of significant improvements have been made since the last inspection to improve outcomes for children and their families. For example, the reorganisation of the outdoor play areas has created inviting, enabling environments which increase play and learning opportunities for children across the age ranges. Self-evaluation programmes are regularly reviewed and parents' opinions are requested and highly valued. Reflective practice has recently been introduced to the whole staff team as a basis for continual improvement.

Staff are all highly motivated and supported by management to further raise their skills and qualifications in the comprehensive training programme. This forms a firm basis to drive improvement and continually raise standards throughout the nursery. Staff have clear roles and responsibilities and work well together within the large team. Staff have a good knowledge of diversity and different cultures to support individual children and parents. Most staff have worked in the setting for many years which provides consistency and continuity for families. High staff ratios are consistently maintained with an effective key worker system in place to strengthen links with families and support for children's individual needs and well-being. Areas within the nursery are well organised to provide stimulating play and learning opportunities for children.

The whole nursery team place a strong emphasis on developing relationships with parents and this has resulted in very effective partnerships based on mutual respect and understanding. Staff ensure that parents are kept informed about all aspects of their child's care and education. They encourage them to read and make comments on developmental files throughout the year and at parents' evenings. From the entrance hall to the individual rooms there is a wealth of high quality information for parents on a wide range of issues including planning and children's work.

Staff and management have worked to establish very effective partnerships with other early years provisions in the locality and those accessed by children within the nursery. They ensure that all professionals involved with the care and education of children is aware of each others aims and objectives and work together to ensure continuity and cohesion for the children in their care.

The quality and standards of the early years provision and outcomes for children

Children make strong progress in all areas of development and learning, supported by staff who have a secure knowledge of the Early Years Foundation Stage. They are valued and respected by staff who work hard to provide a welcoming, secure and interesting environment with a strong emphasis on child-initiated activity. Staff's understanding of how children learn and how to respond to spontaneous

activities is a strength of the setting. Through the current process for observing and assessing children's progress, staff are able to clearly identify next steps and targets and use this information very successfully to provide a range of stimulating and challenging activities. Staff know each child in their key groups extremely well and can articulate what each child is capable of in the various aspects of their development.

Space within all areas of the nursery is very well organised. Children have the freedom to explore and experiment with a wide range of resources which are sensitively stored at children's level. Children have freedom to move from inside to outdoors and staff make maximum use of the rich stimulating outdoor play area available. The nursery has good systems in place to support children with learning difficulties and/or disabilities. Close liaison with parents and outside agencies ensures all children's needs are catered for.

Children have opportunities to develop a wide range of skills. Babies are well supported as they explore with musical activities and experiment with sand and water and staff extend this to mixing them together. Older children listen with enjoyment to stories and singing and enjoy choosing their favourite book and song to sing. Staff encourage the use of language through questioning the children about what they liked best about the story and encourage them to ask their own questions and make comments about the characters in the book. Children express themselves well and speak confidently in small and large groups. They are able to recognise their own names and are starting to link sounds and letters, supported by children having access to different media for writing and drawing. Children are learning about living things as they investigate the life cycle of different animals.

A healthy lifestyle is exceptionally well promoted. The flow of activities between the indoor and outdoor environments ensures that children benefit from regular exercise and fresh air throughout the year. Children wrap up in hats, gloves and wet weather clothes. Excellent hygiene practices are actively promoted and children learn why they need to wash their hands, drink fluids regularly and clean their own teeth after each meal. Food for babies and children consists of well balanced, nutritious options, which are cooked from fresh ingredients on the premises each day. The cook is actively involved in the nursery and menus are displayed for parents. Children's dietary needs are rigorously protected. Younger children rest or sleep comfortably, and babies sleep in cots as they follow their home routines.

Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. Staff also provide opportunities for children to take measured risks. They begin to consider the consequences of their actions and learn to recognise different feelings and emotions. Children develop a strong sense of ownership as they work collaboratively to clear away resources. Children are encouraged to develop skills for their future well-being as they learn to solve problems together. Older children confidently activate programmes on a computer, and use the interactive white board. Children are extremely well-behaved as they happily share, take turns and play together cooperatively. They understand what is expected of them, as staff provide reasonable boundaries, and as such, are developing a sense of right and

wrong. They learn to be considerate towards adults and each other in the friendly, consistent atmosphere where staff act as positive role models.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met