

Dearne Valley Day Nursery

Golden Smithies Lane, Manvers Park, Wath-upon-Deerne, Rotherham, South Yorkshire, S63 7ER

Inspection date	28/10/2014
Previous inspection date	02/10/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff have a good understanding of their responsibilities for protecting children and regularly refresh their knowledge. They are confident in their ability to take appropriate action to ensure children are protected from abuse or neglect. This helps to ensure children are kept safe from harm.
- The quality of teaching is good. Staff have high expectations of the children and provide challenges that very effectively promote their learning. As a result, all children make good progress from their starting points.
- Staff have good working partnerships with parents and other professionals. As a result, children and their families get the support they need.
- Leaders and managers are strong and keenly focused on continued improvement. This has helped to improve the quality of care and education they provide.

It is not yet outstanding because

- Staff have not fully considered how to extend children's enjoyment of planned art and craft activities, so they can freely experiment and express themselves through creative arts and design.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the six playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with both managers of the nursery.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the nursery's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day, and from information included in the nursery's parent survey.
- The inspector held discussions with children.

Inspector

June Rice

Full report

Information about the setting

Dearne Valley Day Nursery was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a single storey, purpose-built building in Wath-upon-Dearne near Rotherham. The nursery is one of a chain of nurseries managed by For Under Fives Limited. It opens five days a week from 8am until 6pm, all year round, except for bank holidays. Children attend for a variety of sessions. Children are cared for in six rooms and have access to an enclosed outdoor play area. There are currently 127 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special education needs and/or disabilities and children, who speak English as an additional language. There are currently 28 staff working directly with the children, 26 of whom have an appropriate early years qualification at level 3 and above, including two with Early Years Professional status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enrich opportunities for children in room two, so they can express themselves freely through creative arts and design, for example, by increasing their access to media and materials outside planned activities.

Inspection judgements

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

Staff have a good partnership with parents and other early years providers. Parents share clear information about what their children can do before they start. Staff also encourage parents and other early years providers to contribute to children's ongoing assessments. This helps staff to complete accurate assessments of their progress. They use this information to identify children's next steps in learning and plan effectively for their individual learning needs. As a result, children are provided with a very good range of activities and play opportunities that they find interesting and challenging. Consequently, children are well motivated and make good progress across all areas of learning. As a result, they develop the necessary skills to be ready for school. The quality of teaching is good overall. Staff interact well with children, they know their capabilities and plan activities that are purposeful and challenging. They give lots of praise and teach children to have the determination to keep having a go. As a result, children develop a real sense of achievement. Staff time their interventions well, they demonstrate the use of good language and ask questions that extend their learning.

Staff support children, who speak English as an additional language well. They use a

combination of sign language, visual aids and gradually introduce new words. Staff also involve parents in helping them to display written words in their home language alongside a selection of English words and illustrations. This helps children to make connections and deepen their understanding. As a result, children extend and develop their use of English. Staff successfully promote children's personal, social and emotional development. There is a lot of emphasis placed on staff getting to know children and their families well. They receive a warm welcome and this gives them a good sense of belonging. Staff plan an environment that effectively encourages children to explore and have their own ideas. As a result, children are interested and motivated learners. All areas of learning are very well planned for and on the whole, children are very independent in choosing what they want to do. Consequently, children are confident learners, who gradually take control over their own learning. However, the programme for expressive arts and design does not fully consider how to extend the younger children's particular love and enjoyment of adult-led activities in art and craft. For example, the opportunities for them to freely express themselves by increasing their independent access to a variety of media and materials are not always available.

Staff successfully support children's early writing and mathematical skills. For example, they provide many opportunities for children to make marks in foam, wet sand and mud. Staff encourage children to count the number of steps it takes to walk to the door as they go outside. They also introduce simple addition and subtraction as they involve children in calculating how many beakers, plates and chairs are needed at lunch time. Staff provide many opportunities for children to explore and use the outdoor environment. Children particularly enjoy role play as they act out what they see adults do. For example, they play in the mud kitchen, mix water and soil to make mud buns and place them on a baking tray. Staff skilfully introduce a discussion about safety as they ask children what they should do next. Children show their understanding as they explain to staff the buns need to go into the oven but 'only an adult can open the door because it will burn us'. Children's enjoyment of the outdoors is extended as they hunt for insects and name the different modes of transport that travels past them. This effectively promotes children's physical skills and helps to extend their interest in the wider world.

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

Children's health and well-being are promoted well. Staff actively promote the benefits of fresh air, exercise and healthy eating. For example, meals are freshly prepared by the cook and checked to ensure children's individual dietary needs are met effectively. Staff talk to children about healthy food and provide fresh fruit and vegetables for them to use in role play. This encourages children to talk about different foods and staff to further promote their understanding of healthy eating. As a result, children learn how to eat healthily. Staff teach children about good hygiene practice through their daily routines. For example, children routinely wash their hands after using the toilet and before eating. Staff ask why they have to wash their hands and children reply confidently 'because they have germs on them'. This helps children learn to take responsibility of their own health and self-care.

Staff plan and provide an interesting environment for children. They ensure that the

resources children use are age and developmentally appropriate. The resources are suitably presented and most children are able to select them for themselves. As a result, they develop the confidence to decide what they want to do. Staff teach children how to use tools and equipment safely. Children also learn how to evacuate the premises quickly in an emergency. This helps children to behave in ways that are safe for themselves and others. Staff are teaching children to be independent through their daily routines. For example, children serve themselves at lunch time and help themselves to water when they are thirsty. They are encouraged to fasten their coats and put on their shoes. Staff have high expectations for good behaviour and provide children with lots of opportunities to work together. As a result, they learn to be considerate and cooperate with each other. This helps children to develop the skills they need for school.

The key person works very closely with parents and other early years providers. This helps them to gather good information about children's individual care needs, home routines and their abilities on entry to the nursery. Parents and children are introduced to their key person during their child's settling-in process. Parents talk very positively about the support they have received from them during and after children have settled. They say they are very well informed about their children's progress and well-being. Staff have developed strong links with other schools children attend. As a result, they are able to support children emotionally as they begin their next stage in their learning.

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

Leadership and management are strong and they are keenly focused on improving the quality of care and education they provide. Consequently, the action they have taken since the last inspection has had a positive impact on the quality of children's safety, well-being and learning. For example, staff have improved their knowledge and understanding of the characteristics of effective teaching and learning and their use of observations and assessments. As a result, there is a marked improvement of the quality of teaching and how staff use their observations and assessments to identify and plan for children's next steps in learning. There has also been improvements to the recruitment and vetting procedures, the key-person system and the deployment of staff. This has improved the safety and well-being of children. Staff have a good understanding of child protection and they are confident in their ability to effectively implement procedures, in order to protect children. This helps to protect children from harm. All required documentation is in place, premises are secure and staff carry out robust risk assessments. This helps staff to identify and reduce any possible risks to children and keep them safe.

The leaders and managers complete annual appraisals and hold regular supervision meetings with staff. Consequently, staff feel well mentored and comment that they are very well supported in their professional development. Staff comment that the training they have undertaken since the last inspection has improved their quality of teaching. As a result, they are much more confident in their interactions with children. The leaders and managers effectively reflect on the quality of the care and education they provide for children. Staff, parents and children are provided with opportunities to contribute to this assessment through staff meetings, questionnaires and discussion. This demonstrates a

commitment to continued improvement. Parents are also provided with good information about the nursery's policies and procedures, the role of their child's key person and how they promote children's learning through play. As a result, partnerships with parents are good.

Leaders and managers monitor the quality of teaching and learning successfully for groups of children, such as those with English as an additional language and special educational needs and/or disabilities. This helps to ensure that any gaps in learning are identified quickly and the children and their families receive the support they need. As a result, gaps are closing and children make good progress from their starting points. Staff successfully engage with parents and other settings children attend. Consequently, information about children's care and learning is appropriately shared and they make good progress. Staff also complete a progress check for children between the ages of two and three years and actively involve parents in the process. This helps to ensure that children's individual needs are met effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

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

Unique reference number	303217
Local authority	Rotherham
Inspection number	904624
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	120
Number of children on roll	127
Name of provider	For Under Fives Limited
Date of previous inspection	02/10/2013
Telephone number	01709 871100

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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

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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