

# Inspection of Dearne Valley Day Nursery

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

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Inspection date: 8 September 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

Staff greet children and families warmly at this inclusive and welcoming nursery. Children feel safe and happy. Staff are friendly and personal. They know the children and families very well and develop strong relationships. Managers plan an ambitious curriculum to meet the individual needs of all children who attend the nursery. Staff provide opportunities for all children to enjoy an adventurous play and seek challenge. They place furniture in the room so that babies learn to stand and walk. Older babies learn to walk up and down ramps. Toddlers learn to ride scooters and climb the steps of the slide. Older children learn to pedal bicycles and push the swings using their bodies. Children develop excellent physical skills.

Staff provide engaging resources that encourage children to be highly motivated in their play. Children are very eager to join in the activities. Staff support children to share resources and take turns. They give praise and encourage children to keep on trying. Young babies focus as they place bricks on top of each other. Older babies concentrate as they attempt to write a shopping list. Toddlers show determination as they cut carrots with a knife. Older children carefully carry their plates to the table. All children, including children with special educational needs and/or disabilities (SEND), keep on trying and have consistently positive attitudes to their play and learning. All children make very good progress. Children develop the skills needed for the next stage in their development.

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

- Staff model language exceptionally well. They use all opportunities to speak with children. Staff talk to babies about what they are doing. They ask questions and introduce new language to all children. Children use this new language in their play. For instance, toddlers say there are 'sharks' in the water tray and that they have caught a 'penguin'. They tell the inspector where penguins live. Children are very confident speakers.
- All children enjoy stories, songs and rhymes. Staff read with children at every opportunity. They use props to support the books. For example, babies have board books and have the animal figures to refer to as they look at the pictures. Toddlers use a song box to choose a song. Older children listen to and act out stories. Children access books independently.
- Staff expertly weave mathematical language in children's play. They talk about cups being 'nearly full' and 'full' and who has 'more water'. Staff model counting objects and use their fingers to represent the number four. Children use this mathematical language in their play. For example, children count out the number of cups they need for their table at lunchtime.
- Staff provide a range of opportunities for children to develop their independence skills. Children learn to drink from open cups when still in the baby room. As

they grow, they learn how to pour their own drinks and then serve their own food. Older children use the toilet and wash their hands independently. This helps to ensure that children are ready for their move on to school.

- Staff support children to manage their feelings and behaviour extremely well. They help children to name their feelings. Staff support children to share the resources. They model how they can do this. For example, when children have three rings, staff model asking, 'Please can I have one of those rings?' Children show high levels of confidence as they ask their friends to share their toys.
- The special educational needs coordinator (SENCo) supports children with SEND extremely well. She works with outside agencies to identify children's additional needs early. When referrals may take some time, managers do not hesitate to put activities in place to support children's learning. Staff make plans to ensure that children continue to make very good progress.
- Parents are extremely happy with the nursery. They trust staff to care for their children. Parents feel confident to leave their children and know they are safe. They comment they have noticed a big difference in their children's confidence and vocabulary since starting the nursery.
- Highly effective systems are in place to ensure that managers monitor and mentor all staff. They have clear targets to work towards. All staff have a secure understanding of the nursery's curriculum and what it is they want children to learn. They build on what children know and can do. Staff develop strong teaching and learning skills.

## Safeguarding

The arrangements for safeguarding are effective.

All staff complete regular safeguarding training to maintain their secure understanding of how to recognise possible signs of abuse. Managers and staff know exactly what actions to take in response to any welfare and child protection concerns. The environment is securely maintained, and ongoing risk assessments by staff help to keep children safe from potential harm. Managers use comprehensive and rigorous recruitment processes to help ensure that staff are suitable. They carry out ongoing checks of staff's suitability. Children learn to look after themselves while tackling physical challenges safely outdoors. They learn how to use knives and scissors safely and the need to keep the bicycles in a certain area.

## Setting details

<b>Unique reference number</b>	303217
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10309748
<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 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	179
<b>Name of registered person</b>	For Under Fives Limited
<b>Registered person unique reference number</b>	RP907030
<b>Telephone number</b>	01709 871100
<b>Date of previous inspection</b>	3 July 2018

## Information about this early years setting

Dearne Valley Day Nursery registered in 1999 and is located in Rotherham. The nursery employs 37 members of childcare staff. Of these, 33 staff hold appropriate early years qualifications at level 3 or above, including the manager, who holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Miriam Caldecott

## 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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