

Dolphin Nursery

12 Elm Grove, KINGSTON UPON THAMES, Surrey, KT2 6HN

Inspection date	10/06/2014
Previous inspection date	03/04/2009

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are motivated to learn as staff provide highly stimulating resources and activities. Children, therefore, make excellent progress in their learning and development.
- Leadership is highly reflective and as a result, staff are well motivated, which results in children's needs being exceptionally well met.
- Parents are actively involved in their children's learning, which offers continuity between the home and the nursery.
- The key person's assessment of children's learning is based on a comprehensive knowledge of the child and is used to fully promote children's next steps in learning.
- Children show high levels of confidence and independence relative to their age and stage of development.
- Staff are highly motivated and work exceptionally well as a team, creating a secure and safe learning environment for the children.
- An excellent focus is placed on learning both in the indoor and stimulating outdoor environments, which provide a strong base for children to develop confidence, independence and to explore. The effective organisation of resources ensures that children play an active and dynamic role in their learning.
- Children's behaviour is excellent and they are very confident, demonstrating a good awareness of safety and their own self-care routines.

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 took account of the views of a sample of children and parents spoken to on the day.
- The inspector reviewed a sample of documents including policies and procedures, risk assessments, audits, staff files and training plans.
- The inspector observed a number of children from different age groups and assessed the learning opportunities provided for them against their recorded development points.
- The inspector took part in a joint observation with the manager.
- The inspector had discussions with key persons and staff.

Inspector

Antonia Ogden-Meade

Full report

Information about the setting

Dolphin Nursery Kingston is an established nursery that registered under Bright Horizons Nurseries Limited in 2010. It operates from a two storey, purpose-built premises close to Kingston town centre. There are eight playrooms available for the children attending which include a drama studio and a media suite. There are fully enclosed areas for outside play. There is disabled access to the spacious ground floor areas of the premises. The nursery is open each weekday from 7.30am until 6.30pm for 52 weeks of the year, closing on bank holidays. It is a privately owned nursery which is registered on the Early Years and compulsory part of the Childcare Register. There are currently 136 children on roll, and the nursery is in receipt of funding for free early years education for children aged two, three and four. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 40 members of staff. Of these, one is an Early Years Professional and 28 hold an appropriate early years qualification with a further six working towards a qualification.

What the setting needs to do to improve further

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

- continue to develop and implement plans for children to enhance their mathematical skills and understanding in the outdoor environment.

Inspection judgements

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

Children are excited and eager to learn. A range of activities and resources are available in each room and outside to stimulate and invite exploration and learning across the areas of learning. This means that children are naturally inquisitive and actively look for activities to undertake which capture their interest.

Staff use the children's assessment points to plan the environment and ensure that opportunities to extend learning and development are always present. In the pre-school room, the Puffin's staff identify that the pirate book read on World Book Day intrigued the children. Using this as a learning vehicle, they have developed many activities to create extended learning under the pirate theme. Children play pirate ships in the drama studio and pretend to be the captain or sharks in the sea. They also make maps and use scissors to cut the jagged edge of the pirate scroll. Staff promote learning development activities across all age groups. In the Angel Fish room, children under two experiment with art materials. The staff provide a range of coloured paints and sand to help the children explore colour and texture whilst using the activity to develop vocabulary and early mark-

making skills. Toddlers continue to benefit from accurate assessment and focused learning opportunities. With a separate messy play and creative room, the toddlers are able to join in cooking activities or make Father's day cards for important people in their life who they happily describe to the staff. Therefore, children continue being interested in their learning and are progressing extremely well.

Where there are gaps identified in a child's development, the staff identify them quickly and effectively link with the room team or nursery special educational needs specialist to develop a plan to help the child catch up. Where children are exceeding their expected level of progress, higher goals and targets are set to ensure the child continues to enjoy rich and varied learning challenges. Children move across the different rooms depending on their stage of development and this supports their continuing progress, ensuring that they have sufficiently challenging and stimulating learning opportunities. Staff review progress for all children within their classroom but progress is also audited across the nursery quarterly to ensure children are securing the best outcomes. All children therefore benefit from the vibrant and well-resourced environment, which supports their transitions through each age group room and on to primary school.

Parents are involved in their children's care and have regular reports on their progress. The home learning folder supports sharing of learning ideas and strategies between home and the nursery and this supports children in their continued learning journey. Parents are aware of the nursery's education plans for their children and are invited to contribute to them. Every two year old has a formal assessment completed in a special booklet and this is firstly discussed and agreed with the parents, then given to the parents to share at the child's health check. Parents comment that they like the booklets as they represent such an accurate picture of their child and can be a keepsake for the future.

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

The key person system works well and is embedded across the nursery. Children are happy and secure in their base rooms and confidently ask for help or support whenever they need it. The key person knows their key children very well and this relationship extends to the child's family too. Parents are involved in their child's 'Growing Reader' plan and every child is involved in emerging reading and numeracy schemes that run throughout the nursery. This shared-learning partnership approach results in parents feeling part of their child's learning journey and able to readily contribute to this aspect of their learning plan at nursery.

From the earliest age, children wash their hands before mealtimes and after nappy changes or toileting. Young children are taught how to eat with cutlery independently and staff sit at the table with them during mealtimes to support their learning. Children happily wear aprons for messy play and independently seek out their outdoor wear when choosing to play outside. Staff teach the children about sun safety and help them apply suncream and encourage them to wear hats to protect them from the sun. This helps them in their learning and builds their independence and healthy lifestyle skills to support their move on to school at a later stage.

The nursery uses a super hero called 'Candy Floss' to focus the children's attention on specific health and safety messages. This means that children quickly become alert to catching the important message before they undertake their activities and they build an understanding of assessing danger before starting activities. Candy Floss is presented to the children in Puffins before they begin creating their pirate scrolls. She reminds them about how to use their scissors safely and to return them to the right place when they have finished with them. Children listen attentively and follow her instruction to keep themselves safe.

Children have access to different areas outside and all the classrooms downstairs have access straight outside. Activities supported outside include tennis and painting, and the staff very much believe in maintaining an outdoor learning environment which links with the children's learning plans. Therefore the external learning environment is equally stimulating and provides the same breadth of learning opportunities as the inside classrooms overall. However, children's mathematical learning is not fully enhanced outside through activities that include additional number, shape and sorting learning elements.

The nursery benefits from an onsite kitchen team. The team take great pride in extending their roles to include teaching and have weekly cooking classes for groups of children. Older children learn about healthy foods and are able to undertake cooking activities such as making diving dolphins from bananas and grapes. Younger children have taster menus where they can explore different taste and textures that they enjoy enormously. Parents comment that their children bring healthy food ideas home and are able to replicate menus such as healthy pizza making with their family, demonstrating how engaging these sessions have become.

The emotional well-being of the children is paramount to the nursery. Moves to new classrooms, other nurseries or primary school are extremely well managed. To support the children to settle into primary school, the deputy manager attends the school for the first day with the children, offering them a familiar face and emotional support. This provides a positive starting point for the children, the parents and the children's new teachers.

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

The management team is enthusiastic and motivational. They have high expectations of their staff and this mirrors their high expectations of the progress they look to see achieved for the children in their care.

Recruitment procedures, vetting and appointment of new staff, are robust and therefore, ensure that the adults working with children are suitable to do so. All staff have a full formal induction programme. This well-organised programme ensures that the staff team are competent and capable to deliver the high standards set by the management team. Practitioners have professional supervision which is focussed consistently on their practice

and the impact on children's care and learning. Practitioners are constantly improving through training and professional development and this means that there are excellent experiences offered to children. Performance is reviewed through staff observations and supervision and the team have regular review meetings. Appraisals are conducted annually and all staff have a development and training plan. The deputy manager is responsible for coaching and mentoring the staff in training. This includes apprentices through to the most experienced members of the team who recognise the need to continuously improve and develop practice. The deputy manager's approach includes working directly with staff across all the classrooms. Using an open but challenging approach, she identifies areas of outstanding practice to share and notes where additional support would benefit the team. Children's technology skills benefit from this approach. With the reflective and questioning support of the deputy manager, all staff now ensure they have a specific learning plan with learning objectives identified to support the children's use of the media suite. Where some children are overwhelmed by having their own computer station to use, staff now plan themes and topics to support their learning and ensure the activity remains focused. As a result, staff support children's learning opportunities extremely well as they develop mouse control and keyboard skills through completing simple projects.

The management team has a strong understanding of their responsibilities with regards to safeguarding. All staff have safeguarding training at induction and two members of staff have had designated lead training to ensure that a senior member of the team is always available for safeguarding advice and support. The manager also has robust systems in place to respond to complaints. All staff are aware of the complaints policy and bring any concerns from parents or staff to the manager's attention immediately. Management constantly reviews practice to maintain the highest levels of achievement for children and service for their parents. They have an unlimited supply of ideas for further developing and maintaining outstanding education programmes. Examples include further development of the outside space to focus on particular areas of the curriculum, extending ideas provided by parents on the nursery development plan and further links with the local schools. As a result, children make excellent progress in relation to their starting points.

The staff put children at the centre of their practice and they know every child extremely well. Staff respond to children's views and are flexible in their approach so as to meet all children's needs. For example, practitioners are flexible as to which resources are able to be used both inside and out and this means children are able to extend their learning from the indoor to the outdoor environment using the resources of their choice. This enhances children's experiences and means they are motivated and eager to learn.

Partnerships with parents, external agencies and other providers are fully established. The nursery embraces the views of children and parents and uses them to influence future development. The staff team take the opportunity to gather information from a range of avenues. For example, from the annual questionnaires, the Parent and Nursery Association, parents' evenings, the development plan and home/nursery folder to support planning for the nursery and in return share information via many routes to enhance communication. This means parents are kept fully informed about the nursery, feel involved in their child's progress and know how to support and continue learning at home.

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. 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.

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	EY385383
Local authority	Kingston upon Thames
Inspection number	961940
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	119
Number of children on roll	136
Name of provider	Casterbridge Nurseries Ltd
Date of previous inspection	03/04/2009
Telephone number	0208 547 3144

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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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