

Inspection of Spotted Dog Day Nursery

Clawthorpe Hall Business Centre, Clawthorpe, Carnforth LA6 1NU

Inspection date: 30 May 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff promote children's sense of self and belonging well. Children are engaged in their play and choose from a good range of resources and fun activities. They play independently and with their friends, chatting together and solving problems. Staff support children well, guiding the routines of the day. Children understand staff's expectations of them and behave well. Staff are mindful of children's feelings and help them to understand and manage their emotions. They teach children to share, take turns and to work with their peers to overcome challenges.

Staff encourage children to develop a love of books and stories. The core books, which are read repeatedly, link children's learning across the curriculum. Staff refer to the core stories and to children's prior learning as they play. Staff use children's interests to plan for what they need to learn next, promoting their curiosity and engagement. Good links with parents help to promote the consistency of children's care and learning. Children make good progress in their learning and development across the curriculum. They learn to identify and manage risk in a safe environment as they develop self-awareness and independence skills. They learn skills which support them as they prepare to move on to school.

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

- Children's language skills are well promoted. They enjoy songs, stories and rhymes which support their developing vocabulary. Staff teach simple signs to aid children's early communications. This helps reduce frustration as children learn to communicate their needs. Specific strategies are used and shared with parents to help children catch up where this is needed. Children develop confidence in their communication skills.
- Staff count with children during their day but do not routinely include mathematical concepts and language in their teaching and play. Children do learn basic number skills, but their understanding of early mathematics is not always planned for and taught effectively.
- Staff focus on children's physical skills and core strength from an early age. This links to the good progress they make in many areas. For instance, children quickly master self-care skills such as feeding themselves and toilet training as they have developed their muscles and their coordination skills. Children's physical development is well considered.
- Children develop stamina and broaden their learning as they have adventures in the nearby woodland areas. Children learn to assess risk and stay safe in different environments. For instance, they talk about how to stay safe online or on an outing and know how to safely come down the stairs. Staff know children well and plan appropriately for their personal development, supporting their progress well.

- Staff help children to become aware of their health and of their bodies' needs. They learn about healthy foods and about keeping their teeth clean, for example. They follow good hygiene routines and begin to develop healthy habits for life.
- Staff teach children about the differences and similarities between themselves and others. They look in mirrors and discuss how their faces are unique, for instance. Staff talk to children about different types of families and about people's differing abilities and strengths. They learn to celebrate individuality and learn about the wider world and life in modern Britain in a meaningful way.
- Partnership working with parents is effective and there is a good flow of information. Leaders work with parents and other professional to support children's individual learning and health needs. Staff keep parents updated on their children's progress which is monitored well. Home learning is focused on what children are learning at nursery which supports their good progress.
- Leaders have worked hard to implement effective staff monitoring and supervision arrangements. Staff have focused targets to work towards and say that they feel well supported in their roles. The quality of teaching is not always consistent, and staff lack confidence in their abilities on occasion. This means that although children make good progress their learning is not always extended through each interaction as leaders intend.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop the curriculum for mathematics and support staff to implement this effectively
- support staff to develop confidence in their teaching to promote children's learning further through each interaction across the curriculum.

Setting details

Unique reference number	2742279
Local authority	Westmorland and Furness
Inspection number	10405044
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	34
Number of children on roll	27
Name of registered person	Leading & Learning Ltd
Registered person unique reference number	2742280
Telephone number	01524 784321
Date of previous inspection	Not applicable

Information about this early years setting

Spotted Dog Day Nursery re-registered in 2023. It is privately owned and situated in Clawthorpe, Cumbria. The nursery employs eight members of childcare staff. Of these, six hold an appropriate qualification at level 3 and one at level 2. The owner/manager and one additional member of staff hold an appropriate qualification at level 6. The setting opens Monday to Friday, from 8am until 6pm, 51 weeks of the year. The setting offers government funded places for childcare and early education.

Information about this inspection

Inspector
Amy Johnson

Inspection activities

- The area manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The nominated individual spoke to the inspector about the leadership and management of the nursery.
- The inspector carried out joint observations of group activities with the area manager.
- Children interacted with the inspector throughout the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector reviewed a sample of key documentation.

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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