

Inspection of Dandelions Day Nursery

Birch Avenue, Newhall, Swadlincote DE11 0NQ

Inspection date: 18 July 2024

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

Children happily enter the nursery and are warmly greeted by staff on arrival. They demonstrate they are eager to begin the day as they quickly settle and begin to explore, and make choices about their learning and play. Staff support children well and offer encouragement, which gives them confidence to join in and engage in different activities. For example, babies enjoy discovering a variety of resources as they move around. When they show interest in a mark-making tool, staff gently guide them to an easel and model how to use a pen on the board. Children watch carefully and delight in grasping the pen. They smile as they see their creations developing. Staff consistently praise children's efforts, which helps to foster their positive self-esteem.

Children display sheer excitement as they prepare to go outside to play. They learn to play safely in the sun as staff diligently help to apply sun cream and ensure sun hats are worn. Children have fun playing with their friends and taking turns to use the equipment. They develop their strength and coordination as they climb and balance. Children safely negotiate around obstacles as they run with one another and use wheeled toys. Children's creativity is fostered as they play in the mud kitchen. They pour out imaginary drinks and serve food. Children immerse themselves in the play as they say, 'Look, I've got a tomato, it's yummy.'

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

- The newly established leadership team have worked hard to review and develop the provision. They have established a clear and well-structured curriculum that supports all children to make good progress in their learning and development. Managers value further training and development for staff and ensure it is targeted to have the most impact on outcomes for children. For example, recent safeguarding training has helped staff to increase their confidence and understanding of procedures to follow should they have concerns about children's safety and welfare.
- Staff support children well to develop positive relationships. They provide sensitive care and guidance, which helps children to flourish and feel secure. Children develop good social skills as they sit together at mealtimes. They enjoy joining in conversations and sharing their news. They pass bowls and jugs around the table to their friends and show good manners as they say please and thank you.
- Staff give high regard to promoting children's communication and language skills. They provide meaningful activities to encourage children to use the vocabulary they have learned. For example, older children delight in using props to re-tell a familiar story. They recall the word 'cauldron' and recite words for a witch's spell. Babies have great fun joining in with familiar songs and rhymes.

They make sounds and copy the actions as staff sing to them.

- Staff have established effective systems to help children understand daily routines. They display activity photos, which children use to identify what they will do next. Children know when it is time to tidy away and what they need to do before mealtimes. Occasionally, children do not fully understand staff's expectations as they transition from one activity to another. This leads to some children becoming unsettled.
- Children's awareness and understanding of the wider world is promoted through a wide range of stimulating activities and visits. Regular visits to a forest school help older children to deepen their appreciation of the natural environment. In addition, children have had opportunities to observe and handle exotic animals and learn about their natural habitats.
- Staff encourage children to develop high levels of independence. They model how to use cutlery at mealtimes, so children quickly learn how to scoop food with a spoon before confidently progressing to cutting food with a knife. Children learn how to take care of their own needs. They put on clothing, help themselves to a drink and get a tissue to wipe their nose. Children are well prepared for the transition into school.
- Overall, parents value the care and attention that staff provide and comment that children are in 'safe hands'. Most parents clearly understand how they can support their child's learning at home. However, not all parents are clear about who their child's key person is, which impacts on the communication they receive.

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:

- support staff in the toddler room to improve transition times after lunch, so children remain engaged and settled
- strengthen communication systems with parents to ensure they know who the key person is for their child.

Setting details

Unique reference number	2759187
Local authority	Derbyshire
Inspection number	10357465
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 7
Total number of places	55
Number of children on roll	96
Name of registered person	Dandelions Early Years Limited
Registered person unique reference number	2759188
Telephone number	01283 551792
Date of previous inspection	Not applicable

Information about this early years setting

Dandelions Day Nursery registered in 2024. The nursery employs 21 members of childcare staff. Of these, two hold childcare qualifications at level 5 and 16 hold qualifications at level 3 and 2. The nursery is open from 7am to 6.30pm, Monday to Friday. The nursery is open all year round, with the exception of bank holidays and a week during the Christmas period. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Scheel

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of two group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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