

# Dovedale Nursery

102 Moulsham Street, Chelmsford, Essex, CM2 0JQ



## Inspection date

13 October 2015

Previous inspection date

7 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Staff provide excellent support to extend children's fascinations. They know children exceedingly well and understand precisely how to motivate them. Children seek staff to share their learning because they know staff give them support and inspiration.
- Staff provide a well-organised, rich and varied learning environment which is well equipped with an abundant range of resources. This is particularly evident in the outside environment where children have numerous opportunities to be active and to create, explore and investigate.
- Staff plan daily activities and experiences to extend children's learning in all areas. They complete focused observations and assessments of children's development, which helps them to accurately identify children's learning needs.
- The key-person system is well established and effective. All children are emotionally secure and are able to develop positive relationships with adults and their friends. This promotes high levels of confidence and self-esteem.
- Children are highly independent because staff make use of the frequent opportunities to inspire them to do things for themselves. Staff make the most of daily routines and unexpected occurrences so that they become meaningful learning experiences.
- The leadership team is inspirational. Managers have a whole-team approach, combining the views and needs of staff, children and parents. This results in a high level of engagement and a shared vision to improve the already outstanding service.
- The quality of teaching is outstanding. The qualifications, training and experience of staff significantly contribute to the excellent progress that children make.

## What the setting needs to do to improve further

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

- continue to use performance review systems to ensure that all staff's teaching remains outstanding.

### Inspection activities

- The inspector observed activities in the indoor and outdoor areas and jointly observed practice with the manager.
- The inspector considered the views of parents spoken to during the inspection and those gathered by the nursery.
- The inspector met with the manager to review operational documents, their self-evaluation and policies.
- The inspector sampled evidence of the suitability of all staff and their qualifications.
- The inspector completed a joint observation with the manager.

### Inspector

Beverley Devlin

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Managers are committed to nurturing staff through regular supervision and coaching. This strong emphasis on staff's development is crucial to the continued improvement of the nursery. All staff are well qualified for their roles and show that they have an excellent understanding of how children learn. There are effective performance management systems, including ongoing training for all staff. The arrangements for safeguarding are effective. Through training, staff know how to protect children. Managers regularly track children's progress. They work alongside staff to support children to make even better progress. Any gaps in learning are promptly identified with the support of parents. The managers promptly engage with external agencies when needed.

### Quality of teaching, learning and assessment is outstanding

Staff have a superb understanding of how to observe and assess children to plan experiences for their individual next steps in learning. Staff follow children's interests and provide very stimulating experiences for them. They respond rapidly when children show early signs of losing concentration. Consequently, children of all ages are highly engaged. Children are particularly well supported for their next stages in development. Staff ensure children have opportunities to choose how and where they would like to play, in both their self-chosen play and planned activities. Staff extend children's play exceptionally well. For example, they encourage children to experiment and allow them to repeat patterns of play, in line with their own interests. As a result, children remain curious, motivated and engaged throughout the day. Staff effectively support children to think critically. For example, as they read familiar stories, staff provide excellent support for children's ability to guess what might happen next and extend their vocabulary.

### Personal development, behaviour and welfare are outstanding

The arrangements to support children's settling-in periods are tailored to their individual needs very well. This makes a strong contribution to children's resilience and confidence in moving in to the nursery and on to school. Children's behaviour is excellent for their ages. They are highly responsive to the staff, who know how to get the best out of them. Staff are good role models and children learn to take turns, respect others and use very good manners. Children are enthusiastic during care routines because they have learnt to become independent, relative to their ages and stages of development. Children show they are confident and have extremely secure relationships with staff. The key-person system is effectively implemented to promote children's self-confidence, sense of belonging and well-being.

### Outcomes for children are outstanding

Careful analysis of the progress of groups, meticulous self-evaluation and rigorous development planning significantly enhance the pace of children's progress. This helps children to be prepared for the next stage in their learning. All children are making very good progress, including those who need additional support.

## Setting details

<b>Unique reference number</b>	203907
<b>Local authority</b>	Essex
<b>Inspection number</b>	854329
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	86
<b>Number of children on roll</b>	136
<b>Name of provider</b>	Chelmsford College
<b>Date of previous inspection</b>	7 November 2011
<b>Telephone number</b>	01245 265611

Dovedale Nursery opened in 1991. It operates from a purpose-built building on the Moulsham Street campus of Chelmsford College. The group opens 48 weeks a year during school term time. Core sessions are from 8am until 6pm. There are 24 members of staff who work with the children, 22 of whom, including the manager, hold relevant early years qualifications.

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