

Inspection of Dots 'N' Spots Day Nursery and Out of School Club

Skelton Primary School, Station Lane, Skelton-in-Cleveland, Saltburn-by-the-Sea,
Cleveland TS12 2LR

Inspection date: 7 December 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy at the setting and form secure bonds with staff. They talk about what they like to do at the setting, such as play with their friends, play outside, paint and collect leaves. Older children in the out-of-school club comment that they love attending and that they are never bored as there are so many different things for them to do.

Children are well behaved and have a positive attitude to learning. They form good friendships, and toddlers identify which shoes and wellies belong to their friends. Children eagerly participate in activities and state that they are involved in deciding learning experiences and also in deciding what resources are purchased. This helps children develop a sense of belonging and promotes their self-esteem and interests.

Staff have high expectations for children's behaviour and learning. As a result, all children at the setting make good progress in their learning and development. In particular, children with additional needs are making very good progress in relation to their starting points. Staff-to-child ratios are often above minimum recommendations to ensure that some children receive one-to-one support where needed.

Since the COVID-19 pandemic began, parents do not routinely go into their children's playroom. However, children were observed to separate easily and confidently from their parents at the different entrances.

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

- Staff implement a well-designed curriculum that supports children to make good progress in all areas of learning. Activities are well planned to take account of children's individual needs and next steps. Staff provide a stimulating and accessible environment that promotes independent learning and exploration.
- Children are well cared for by a strong team of caring and committed staff. An effective key-person system ensures that staff know the children in their care very well. As a result, children present as feeling safe and secure. Staff are very responsive to children's individual needs and quickly identify when babies are tired and need a sleep.
- Children are busy and occupied. They show high levels of interest and concentration, for example when making Christingles. Children learn about the world, including the meaning behind the Christingle. Staff help to consolidate learning by asking children appropriate questions to check their knowledge and understanding, including around previous learning about seasons.
- Toddlers learn to count. They recognise similar shapes in their environment,

such as 'round faces', the letter O and number 0. Toddlers also use their imagination well and make 'stick man soup'. Pre-school children learn some new positional language, such as 'left' and 'right', when involved in a penguin dancing activity.

- Children's language and communication are generally well promoted across the setting. Children participate in lots of singing and story-time routines. However, during group discussions and conversations, staff do not consistently encourage quieter children to contribute or participate.
- Staff work extremely well in partnership with parents and carers to ensure that they are kept well informed about their children's development and progress. Parents comment that their children have made very good progress in their overall development since attending the setting, including in their behaviour. Staff identify and praise positive behaviour, such as sharing. They implement support plans where needed to help children regulate their own behaviour, which have been very successful.
- Staff also work very well with other professionals to ensure that children with additional needs receive the support they need. Staff working with children with additional needs have access to relevant training courses and follow other professionals' recommendations for children. For example, staff support some children to use visual picture books to communicate their needs and preferences. They also support children very well with transitions within the setting, and transitions to new settings.
- Children are provided with healthy meals and snacks throughout the day. There is a different menu for some children with additional needs, if required.
- Staff are well supported by their management team. They benefit from appraisals and access to ongoing training and development courses, such as on managing behaviour. There is a very positive culture within the setting and all staff strive to provide high-quality inclusive care for all children.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a sound knowledge and understanding of how to keep children safe. They show that they would be able to recognise the signs and symptoms of possible abuse and neglect, and they know how to act promptly to safeguard children. Staff constantly assess the indoor and outdoor environments to ensure children's safety. During the inspection, there was a storm in the afternoon. Therefore, children participated in physical activities, such as dancing indoors, to ensure they were not put at risk in the outdoor area.

What does the setting need to do to improve?

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

- promote children's language, communication and social skills consistently, for example, by supporting and encouraging quieter children to also participate in group discussions and conversations.

Setting details

Unique reference number	EY268443
Local authority	Redcar and Cleveland
Inspection number	10213390
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 11
Total number of places	116
Number of children on roll	157
Name of registered person	Dots 'N' Spots Day Nursery & Out Of School Club Limited
Registered person unique reference number	RP904263
Telephone number	01287 654930
Date of previous inspection	9 June 2014

Information about this early years setting

Dots 'N' Spots Day Nursery and Out of School Club Ltd registered in 2003 and is situated in the Skelton area of Cleveland. The nursery employs 24 members of childcare staff. Of these, one member of staff has a level 5 qualification, one has a level 4, and 19 staff hold qualifications at level 3. One member of staff has an appropriate early years qualification at level 2, and two staff are working towards a level 2 qualification. The nursery opens Monday to Friday, for 51 weeks of the year, excluding bank holidays. 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

Elaine McDonnell

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 inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises, including the outdoor play areas.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum, with input from other staff.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided and assessed the impact that this was having 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 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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