

Inspection of Dolls House Nursery

71 Havant Road, Cosham, PORTSMOUTH PO6 2JD

Inspection date: 18 April 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Staff listen to children at every opportunity. They notice and respond to the little things that children say. For example, staff pause story time when children express their feelings, and they help to expand children's vocabulary. They also respond quickly when children suggest ways to extend a task, such as helping them find interesting containers to hold sand. Staff have very high expectations for how children can contribute. As a result, children learn that what they say and do matters. This helps them feel valued in an exceptionally nurturing environment.

Staff use their in-depth and precise knowledge of each child to very successfully capture children's imaginations and inspire them to investigate. Children brim with excitement as they become engrossed in their freely chosen play. Toddlers count with coloured buttons, which they then use as characters in their nursery rhymes. Older children cook and season 'food' in the role-play area. Babies explore interactive objects and musical instruments in the sensory room, wide eyed and smiling. Children are fully engaged with the curriculum at all times as they talk, play and explore.

Children's behaviour is exceptional. Toddlers help adults to clear up after tasks and share resources without disagreement. Pre-school children are highly attentive and able to follow complex instructions in large groups. For example, they work well together to create a small percussion orchestra. Pre-school children demonstrate independence skills ready for their eventual transition to school.

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

- The excellent management team collaborates exceptionally well with staff to create an engaging and well-implemented curriculum. Staff feedback has resulted in several priorities for children's learning, including promoting children's independence through exploration and developing their resilience. For example, staff teach children to identify and work through feelings of frustration as they persevere. Staff also skilfully ask questions that help children consider different ways of approaching tasks. In addition, management fully enables staff to accurately assess what children know and can do so that meaningful next steps are set to support development.
- Staff are highly effective at embedding mathematical learning across all age ranges. Babies listen to numbers as staff count the blocks they play with. Young toddlers trace figures in the sand as they develop early number recognition skills. Older toddlers count and group objects, and they observe the difference in quantities between groups. Pre-school children apply their knowledge of number in different contexts. For instance, they count the beat as they make music. This supports children to make consistent progress in mathematics.

- Parental feedback is exceptionally positive. A significant number of parents wanted to share their praise for staff, who help their children to progress in areas such as confidence, communication and social skills. Parents report that their children talk about the setting when at home and want to come on the days they do not attend. These excellent parent partnerships have also supported children with significant changes in their life, such as a new baby at home.
- There are superb arrangements to support children with special educational needs and/or disabilities (SEND). The special educational needs coordinator collaborates fully with other agencies and ensures that staff have access to relevant specialist advice. For instance, communication strategies have been introduced and evaluated to better support children who are developing their language skills. Consequently, children who start at the setting with specific delays in their learning make excellent progress in their communication and social skills.
- There is a constant drive for improving outcomes for all children. Staff are encouraged to suggest changes to activities, rooms and resources. For example, following observations of how babies access the main room, a role-play area was redesigned as a sensory corner, which better supports them to explore. The highly approachable and motivating manager also offers staff more formal observations of their interactions with children. This results in valued, supportive feedback that ensures the quality of teaching remains high across the setting.
- Staff provide children with a rich and exciting set of experiences that give them a deeper understanding of the wider world. Nurses and police officers have visited the setting to give practical demonstrations to the children about their jobs. Scavenger hunts are arranged around the local area. This gives children a deeper understanding of their local community. In addition, children learn about the diversity of the natural world following trips to the local pet shop, observation of tadpoles as they grow into frogs and by caring for the setting's resident guinea pigs.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough understanding of safeguarding. They know the correct procedures to follow should they have concerns about the welfare of a child. Staff know they can contact the local area designated officer if they are concerned about the conduct of a colleague. Safeguarding records are kept orderly to identify any concerning patterns. Risk assessments are regularly used to assess and reduce risk in areas children have access to. Babies are closely monitored as they sleep, with very effective communication between staff to ensure safe sleeping routines are followed. Robust recruitment practices are in place to ensure the suitability of any new staff employed to work with children.

Setting details

Unique reference number	EY348827
Local authority	Portsmouth
Inspection number	10264444
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	1 to 4
Total number of places	55
Number of children on roll	127
Name of registered person	Koochy Koo Limited
Registered person unique reference number	RP535271
Telephone number	02392385858
Date of previous inspection	15 June 2017

Information about this early years setting

Dolls House Nursery registered in 2007. The nursery is open each weekday, from 7.30am until 6pm, all year round. It is closed for one week at Christmas and for all bank holidays. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are 18 members of staff employed to work with the children, including the manager, who holds a relevant early years qualification at level 3. In total, 14 members of staff hold early years qualifications at level 2 or above.

Information about this inspection

Inspector

David Watkins

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 his evaluation of the provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the interactions between staff and children. He observed the quality of teaching during activities and assessed the impact this had on the children's learning.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Staff spoke to the inspector about how they support children with SEND.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023