

# Dimension Childcare

Horndean Campus, Barton Cross, Horndean, Hampshire, PO8 9PQ

<b>Inspection date</b>	16/04/2014
Previous inspection date	06/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Strong management and a dedicated team of enthusiastic staff create a well-organised and highly effective environment for children.
- Staff in the baby unit create and use innovative resources, as well as successful teaching processes. Consequently, babies flourish in imaginative and challenging surroundings.
- Children make good progress in their learning because staff are effective practitioners and teaching is effective.
- Successful partnerships with parents contribute towards children's individual needs being consistently and effectively met.

### It is not yet outstanding because

- On occasions, staff do not fully involve and engage all children when reading stories to them.
- Sometimes management and staff do not fully develop arrangements for sharing information with all the settings children attend.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities with children aged under two years, over two years and children attending the holiday club, indoors and outdoors.
- The inspector spoke with parents, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's progress folders, planning documentation, a selection of policies and procedures and children's records.
- The inspector examined reports from the local authority and self-evaluation documents.
- The inspector held meetings with the community manager and childcare co-ordinator who are responsible for managing the nursery.

## Inspector

Marilyn Joy

## Full report

### Information about the setting

Dimension Childcare registered in 2000. The nursery and out of school clubs operate from buildings on the campus of Horndean Technology College in Hampshire. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting serves families from the local and surrounding areas, as well staff at the college. The facilities include a day nursery and pre-school group, as well as out of school care for children up to the age of 14. The setting operates from 7.30am until 6pm every weekday throughout the year and children attend for part-time sessions or full days. The out of school club operates before and after school and during school holidays. Children are collected from a range of local schools. The setting supports children with special educational needs and/or disabilities and those who are learning English as an additional language. There are currently 214 children on roll; of these, 152 children are in the early years age group. There are 27 members of staff who work with the children. There is one member of staff with an early years qualification at level 5; two with qualifications at level 4 and 20 with qualifications at level 3. There are four staff who are unqualified. This includes one member of staff who is working towards a relevant qualification.

### What the setting needs to do to improve further

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

- help staff develop their story telling skills further so that all children are fully involved and their listening and attention encouraged
- develop the partnerships with other settings children attend further to help maintain continuity in their care and learning, particularly for pre-school children attending the holiday club

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children flourish and thoroughly their time in the nursery. They make good progress in their learning because teaching is good. Staff are extremely enthusiastic and dedicated in their care of the children. They provide exciting and challenging activities that children enjoy. Staff know children well; their capabilities and their interests. Consequently, staff plan successful activities that enable children to progress well. Staff regularly and accurately assess children's achievements and involve parents in this process. Consequently, they work together to promote children's learning. Staff complete the required written progress checks for two-year-old children comprehensively. Management

and staff recognise the importance of identifying areas where children may need additional help and implement effective procedures of support. They liaise effectively with parents and other professionals and provide the resources and individual attention children need. Staff plan specific activities each week to support individual children so they can reach their potential. In particular, staff working with the youngest children pay close attention to the development of their language skills. They recognise the importance and value of intervening early to help prevent a delay at a later stage. They have prepared a series of simple activities that staff can introduce throughout the day to encourage the formation of words, sounds and mouth shapes. For example, activities include blowing bubbles, making noises such as 'brmm, brmm' and forming words such as 'squeeze'. In addition, staff produce their own resources to extend younger children's skills. For example, staff laminated cards with a picture and a word then encouraged children to identify the picture and say the word or make the sound before posting cards in a box. Staff take full advantage of this simple activity to teach children about taking turns and sharing. Children relish the praise they receive when they get it right and beam with delight.

Children of all ages experience a broad range of activities. They learn about the world around them. They find out about growing when planting seeds and observing how tadpoles grow and change over time. Staff introduce babies to technology and how things work by encouraging them to press buttons to start the music. Staff help older children control the 'mouse' and follow simple programmes when taking turns on the computer. Children learn about different festivals and celebrations. This helps them value diversity and respect others. Parents appreciate being involved and contributing to displays. Staff provide lots of opportunities for children to explore different media and materials. For example, children experiment with rice, sand and bubbly water. They develop skills in pouring and filling containers, which contributes towards their mathematical understanding of quantity and capacity. Staff encourage counting and number skills routinely during practical and purposeful activities. They encourage children to count the legs on sea creatures when hunting through a box for the crab and put number signs on the plates at snack time. Children confidently explain that this tells them how many pieces of fruit or rice cakes they can eat. Children make puzzles and build with blocks and construction kits. These activities contribute towards children's understanding of size and shape. Staff reinforce children's learning by encouraging them to talk about what they are doing.

Staff promote all children's creativity well. Older children create models from an extensive variety of boxes and craft materials. Their role play area is routinely changed with different fabrics and wall hangings. This creates a cosy area for reading, as well as an area for more imaginative play. Staff create habitats for different toy animals to encourage children to develop their own stories, as well as encouraging them to handle different materials such as coloured rice. Staff encourage younger children to listen and experiment with the texture and sound of rice as they sprinkle it with their fingers. Staff promote an enthusiasm for books and early writing. Younger children make marks with chalks when playing outside while older children are more interested in drawing and forming letters for their names. Many children recognise their name and know where to find the drawer for their work. There is an array of words, letters and numbers throughout the nursery, which helps children become familiar with them. Children notice and are keen to know what the

words mean. Staff explain that the sign on the box says 'sun hats and sun cream'. Consequently, children know this is where they need to put the items when they have finished with them. There is a good range of books available in each of the play rooms and children enjoy choosing them. Generally, staff read stories to children well. However, on occasions, staff do not always make sure all children are fully engaged and involved. Consequently, some children's listening and attention skills are not always fully promoted. Overall, staff are extremely effective in promoting children's learning. They engage them in meaningful conversations about their home and experiences. They focus on children's individual needs and are extremely positive role models, encouraging an enthusiasm for learning. Children benefit from this good support and are well-prepared for the next stage in their learning.

### **The contribution of the early years provision to the well-being of children**

Children thrive in the happy atmosphere staff provide. Children of all ages move around designated areas freely because the premises are safe and secure. Resources and equipment are age appropriate and easy for children to access and use. Babies develop their mobility and physical skills well because there is equipment to pull themselves up on and space to move around. Consequently, children gain confidence with crawling and walking. Older children become confident climbers, balance along beams and catch balls. As children progress through the nursery, they become increasingly adept at using equipment for cutting, pouring and writing. Their hand-to-eye coordination develops well because staff provide them with the opportunities to practice.

Children behave well. They soon learn what is expected because they receive clear and consistent guidance from staff. For example, when babies are exploring rice, staff gently distract them from throwing it. They re-direct children towards filling containers and sprinkling rice from their fingers. Older children remember they need to have 'kind hands' and proudly tell one another. Staff teach children well and they eagerly demonstrate what they have learnt. For example, children explain when they go for a walk they have to hold hands and if they hear the fire alarm they have to leave the building. In addition, staff show children how to use equipment and manage tasks safely. Consequently, children learn how to staff safe. Staff encourage young children to feed themselves and find their shoes before going outside. Older children learn to use scissors, prepare the snack and organise activities for themselves. Consequently, children become independent and competent individuals as they progress through the nursery.

Each child is allocated a key person whose role is to get to know them well, focus on their individual needs and liaise with parents. Children benefit from extremely positive relationships with staff who provide them with reassurance, comfort and encouragement. Babies demonstrate extremely secure attachments with staff. They put their hands up to be held and enjoy cuddles. Staff organise effective settling-in routines when children first attend and when they move rooms. Initially children spend short periods of time in their new playroom with their parents or key person. This is increased gradually until they are ready to move into the room independently. The comfort children receive from their key person effectively supports this process. Likewise, as part of the process of moving on to

school, staff liaise with the schools children are due to attend. This enables staff to introduce activities and visits to support this process.

Staff organise daily routines well so that each child has their individual needs are met, whether this is sleeping, toileting or at mealtimes. Staff are fully aware of individual health and dietary requirements and these are adhered to at all times. Information is displayed and shared with parents regarding nutrition and healthy lunch boxes. In addition, the setting provides nutritious snacks and introduces food topics. Consequently, this helps raise children's awareness of the importance of healthy eating.

### **The effectiveness of the leadership and management of the early years provision**

The nursery is extremely well organised. Management have a comprehensive understanding of the Statutory Framework for the Early Years Foundation Stage and their responsibilities. They rigorously monitor children's learning and development and effectively support their progression. Consequently, children make good progress and achieve well. Management and staff implement comprehensive and effective policies and procedures which positively contribute towards the smooth running of the nursery. Consequently, children are well cared for and feel secure. Management and staff place a strong emphasis on safeguarding children's welfare. They implement rigorous recruitment and employment procedures which ensure staff are suitably qualified and experienced to work with children. This is followed up with highly effective performance management processes, including a thorough induction, regular supervision and an annual appraisal. Management and staff conduct thorough risk assessments for the premises and outings. This enables them to implement effective safety measures in order to keep children safe at all times. Management and staff have a thorough understanding of child protection issues and know what to do if they have concerns about a child in their care. All the required documentation is in place and maintained to a high standard. This provides staff with the information they need to help them meet children's individual needs.

This inspection took place because of concerns raised regarding children's experiences at the out of school club during the holidays and term time. In addition, Ofsted received a notification from the management team regarding a safeguarding concern. The inspection identified no concerns regarding children's care or the quality of their experiences. School age children attending before and after school and during the holidays have their own dedicated indoor play areas. These are resourced well with a good range of materials and equipment to support their imaginative and creative ideas. Staff plan some activities, although children mainly make their own decisions about what they want to do. There are a variety of computer and technology games, as well as a television. Staff monitor the use of these and encourage children to engage in other activities. Children share the garden and outdoor resources with the younger children during parts of the day. They also use the playing fields and sports halls according to the weather and the activities planned. For example, during the holidays they have sports activities and music and movement sessions effectively delivered by other organisations. After school children spend time outdoors, although this is sometimes restricted to walking from school during the winter

months. This is because of the limited time available between having their snack and it becoming dark. However, management are currently renovating the outdoor environment to provide more space and lighting in some areas. This will extend outdoor opportunities for all ages.

In relation to safeguarding concerns, the inspection found that management have a thorough understanding of child protection and safeguarding issues. They provide staff with training and update this annually. This helps ensure staff fully understand what to do if they have any concerns regarding children or staff. Management take all concerns seriously. They liaise closely with the local safeguarding authority and follow their guidance. Consequently, children's welfare is effectively safeguarded and all requirements are effectively met. Management clearly understand their responsibilities to report concerns and the circumstances they need to keep Ofsted informed about. Consequently, all legal requirements are securely met.

Enthusiastic management promotes a strong ethos of self-improvement and high expectations. Management and staff continually reflect on their practice and identify areas for further development. Staff use their initiative. For example, in the baby unit staff produce their own resources to encourage children's emerging vocabulary and language skills. There is an effective management structure which involves staff at all levels and encourages them to take responsibility for monitoring and supporting one another. For example, room leaders check that children's records are kept up to date and parents are fully involved in children's learning. Since the last inspection, management have made excellent progress with developing partnerships with parents. For example, they created informative notice boards with 'top tips' about healthy eating, behaviour management and supporting learning at home. Information is updated regularly and is extremely well presented. Management introduced effective arrangements for linking with other settings children attend. This enables them to work together during the term and provide continuity in supporting their learning. However, when pre-school children attend during the holidays staff do not always liaise with their term time settings in order to maintain continuity in their care and learning. On the other hand, staff liaise closely with parents to help children settle and enjoy their time at the nursery.

Overall, management and staff create extremely good relationships with parents. They are extremely well informed about all aspects of their child's care and learning through a range of written and verbal communications. Parents regularly view their child's progress records and speak with their child's key person. They receive lots of information about how they can support children's learning at home. Parents are extremely complimentary about the nursery and the care their children receive. They comment on how much their children like attending, the progress they are making and the good relationships they have with staff.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	110237
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	964949
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	152
<b>Number of children on roll</b>	214
<b>Name of provider</b>	Horndean Technology College
<b>Date of previous inspection</b>	06/10/2010
<b>Telephone number</b>	023 92599753

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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