

Inspection of Hickory Dickorys Day Nursery Ltd

19 Cambray Place, Cheltenham GL50 1JS

Inspection date: 22 January 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Outstanding

What is it like to attend this early years setting?

The provision is good

The setting is very well resourced. Activities reflect this by being across all areas of the curriculum. Children show excitement at the variety of concepts on offer. For example, children in all rooms engage in being mini chefs. Children explore different food groups and make representations of these with salt dough. Children follow recipes, sequencing and matching shapes, numbers, weights and measures. They have a variety of interesting fruit and vegetables to touch, smell, explore and taste. Children then make links and explore the meaning of new words. For example, they use prisms to explore colour. These are then linked to the variety of colour in a fruit bowl and children make a rainbow.

The environment reflects the diversity and individual needs of the children. A wide range of books, displays and resources reflect different cultures. Children's learning about being an individual extends into the home. For example, children and staff took photographs from their window, at home, and displayed these on the wall. Children were then encouraged to talk about their different views, including what was similar and what was different.

Leaders are passionate about the care and education they deliver. An ability to be reflective and respond to challenge is evident. Leaders liaise very well with parents in a variety of ways. They keep them well informed about children's development. Staff retention is very good. This means staff feel valued and like working at this setting. Leaders work well with the wider community. For example, children have had visits from the town crier, the dentist and members of the fire service. Children also enjoy trips with staff to the local book store for story time.

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

- Children make strong attachments at this setting. Babies in particular are well supported and individual needs are very well met. Staff act as positive role models as they interact with each other in a respectful and kindly way. The robust key-person approach is evident. Staff talk with confidence about the children in their care.
- Staff encourage children to be independent. Children serve their own lunch and pour their own drinks. They collect their own coats, boots and bags as they move around the setting. However, on occasions the setting's daily routines and the transitions between these are too long and lack organisation. This means children lose some learning time and become restless while waiting.
- Staff respond to engage with children's interests. For example, children show interest in living creatures and mini-beasts outside. Staff provide jars, magnifying glasses and unusual bugs set in casts. Books and sheets of mini-beasts support the mini-beast hunt. Staff are skilful at challenging children. For

example, they talk to them about which space in the garden collects rain. This is in response to a child who feels this is a good place to look for a snail.

- Children have healthy, nutritious and home-cooked meals. Parents comment on the quality of food served. The setting adapts to the needs of families by responding to suggestions, for example providing breakfast for those children who need to start early.
- Partnership with parents is good. Staff communicate with parents in a variety of ways and take time to feedback to them daily. They ensure information from parents informs assessment and children's starting points. The setting employs a parent liaison officer to extend their work with families. The setting promotes learning with parents through shared activities between home and setting.
- The quality of teaching at this setting is ambitious and the staff have high expectations for the children in their care. However, on occasions these expectations do not match children's understanding and are inconsistent. This means new concepts are not always understood as vocabulary used by staff is occasionally confusing.
- Children make good progress at this setting. The cycle of assessment ensures gaps in learning drive intervention. Children with special educational needs and/or disabilities are given extra support when needed. Staff support children's communication skills in a variety of ways. Staff sign and speak to aid those children who speak English as an additional language. Staff know children well and take steps to build on what they know.
- Staff encourage and praise children on a regular basis. This supports children's self-esteem. It gives them confidence to try new things and encourages positive behaviour. Leaders understand that children learn from their mistakes and give them the time and space to do so.

Safeguarding

The arrangements for safeguarding are effective.

Staff can identify areas of abuse and what impact this has on behaviour. They are confident in talking about signs and symptoms. Staff have a clear process of intervention in this area. Leaders take steps to ensure training is up to date with local and national guidelines. They take great care to ensure staff understand their responsibilities. Leaders ensure staff are well trained in all areas relating to the safety of children. Staff are well supported during their induction period. The setting has robust health and safety procedures in place. Children learn about safety in the setting.

What does the setting need to do to improve?

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

- ensure when planning activities that they match children's understanding and

promote participation

- ensure that daily routines and transition times are well organised to stop children having to wait and minimise the loss of valuable learning time.

Setting details

Unique reference number	EY471709
Local authority	Gloucestershire
Inspection number	10124359
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	0 to 5
Total number of places	40
Number of children on roll	77
Name of registered person	Hickory Dickorys Day Nursery Limited
Registered person unique reference number	RP903278
Telephone number	01242 574362
Date of previous inspection	2 June 2014

Information about this early years setting

Hickory Dickorys Day Nursery Ltd re-registered in 2013 and is situated in Cheltenham, Gloucestershire. It is open each weekday from 8.15am to 6pm for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. The registered owners hold an early years qualification level 6. They employ 15 staff to work directly with the children. Of these, one holds early years teacher status, one holds qualified teacher status, one holds an early years qualification at level 4, seven hold early years qualifications at level 3 and two hold early years qualifications at level 2.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- A joint observation took place with the nominated individual.
- A meeting was held between the inspector and directors. A professional discussion took place around self-evaluation, roles and responsibilities and the well-being of staff.
- The inspector and leader completed a learning walk to understand how the early years provision and curriculum are organised.
- The inspector spoke to parents, staff and children throughout the inspection, at appropriate times, to gather their views on the setting.
- A range of documentation was sampled that demonstrated how children are supported in their learning.

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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