

Inspection of Doves View Day Nursery

3 Park View, Moulton, NORTHAMPTON NN3 7TP

Inspection date: 13 January 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happy and eager to enter their play spaces. Staff take the time to ensure they provide children with the individual support they need to transition into the nursery. For example, when children arrive with items from home, staff support them to show their belongings to their friends. This helps children to settle and builds their confidence and self-esteem.

Staff and leaders work hard to create a safe, welcoming and nurturing environment. Play spaces are carefully planned to ensure children can participate in activities that meet their individual stages of development. For example, inside, staff create book areas and quiet spaces where children listen to familiar stories and take time to relax. Outside, children develop their physical skills by playing ball games and taking turns on the swing. The careful planning and delivery of activities throughout the nursery day support children to make progress in all areas of learning.

Throughout the nursery, staff support children to consider others. Continued support and gentle reminders throughout the day and during activities ensure children understand behavioural expectations. For example, during lunchtime, children are encouraged to pass items to their friends and to say 'thank you'. When children struggle to wait their turn, staff remind them to be gentle and explain why we need to wait for our friends. This encourages children to think about their friends and supports the development of turn-taking.

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

- Children benefit from high-quality teaching. Staff are skilled at extending children's play. For example, as children pretend to eat food, staff support them to create a role-play scenario and act out different roles, such as being a chef. The play develops into an imaginative story that includes going for a picnic, sheltering from the rain and hiding from the Big Bad Wolf. Throughout the interactions, staff teach children about different occupations, such as a waiter and a sous chef. This enhances children's understanding of the world around them and develops their imaginative play.
- Overall, leaders and staff work well together to ensure children are supported. For example, they regularly gather relevant information from parents about children's care needs and development. However, when children first visit the nursery, there can be confusion about what support they need. This is because the information collected is not always communicated to staff before children start. This can delay children from having the individual support needed to become familiar with the nursery.
- Staff and leaders support children with special educational needs and/or

disabilities well. They work with specialist support services to ensure children have access to an ambitious curriculum that meets their needs. For example, when children need additional support with their communication, staff create individual language interventions, such as visual pictures, to develop speech. Leaders and staff conduct regular reviews to ensure children are making consistent progress.

- Staff and leaders value children's mealtimes. They support children to be independent and to make healthy food choices. For example, children are encouraged to pour their drinks and serve food. As they choose their food, staff speak to them about the ingredients in the meal and praise the children for trying new foods. As a result, children eat well and comment on how much they enjoy coming to nursery because they 'love the food'.
- Staff in the baby room create activities to support children's communication and language development. For example, they encourage babies to place their toys in a box and ask, 'Where have they gone?' Babies smile and repeat the word 'gone' before reaching for a toy. The opportunities provided and warm interactions from staff support children's speech and introduce them to new words.
- Leaders ensure systems are in place to support staff members in continually developing their teaching and knowledge. When staff begin to work at the nursery, they benefit from a thorough induction to help them understand their role and how to support children. Once staff are confident, they benefit from regular supervision sessions to reflect on what is going well and if they need any support. Staff comment on how they feel supported and appreciate the training opportunities they have.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review the systems in place when children start at the nursery to enable staff time to plan and deliver the support children need to settle.

Setting details

Unique reference number	2696791
Local authority	West Northamptonshire
Inspection number	10367964
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 4
Total number of places	55
Number of children on roll	67
Name of registered person	French, Leanne Joyce Margaret
Registered person unique reference number	RP909780
Telephone number	01604947144
Date of previous inspection	Not applicable

Information about this early years setting

Doves View Day Nursery, located in Northampton, registered in 2022. The nursery employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications between level 2 and level 6. The nursery opens from Monday to Friday all year round. 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

Samantha Butterwick

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector and the manager carried out joint observations of group activities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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.

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