

Inspection of Zoe's Childcare Dallas Street

The Lodge, 4 Dallas Street, MANSFIELD, Nottinghamshire NG18 5TA

Inspection date: 10 June 2024

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff plan an enticing outdoor environment for children to explore. Children use their leg muscles, pushing themselves along on ride-on vehicles as they skilfully negotiate an obstacle course that staff have created. Staff supervise children as they carefully climb large apparatus and help them sit safely as they use the slide. Children laugh as they play musical chairs with staff and their friends. They remind them of the rules, and children show delight as they reach 'the final'. Children devise their own games. They use a plank balanced on tyres to make a pretend bus. Children decide who the driver and passengers will be, and they tell staff they have tickets and are going on a journey. This supports children's creativity and imagination.

Children are curious about the world around them. For example, they are full of awe when they find a snail. Staff encourage children to look at the snail's shell, and children learn this is the snail's home. Children recall they need to be gentle as snails are living things. Staff introduce new vocabulary, explaining snails 'slither' along and leave a trail of 'slime' behind them. Children delight, looking at the trail to see where the snail has moved from. This helps build on children's emerging interests.

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

- Leaders have taken a positive approach to addressing the weaknesses raised at the previous inspection. They have supported staff to adapt activities to meet the needs of younger children. This includes the introduction of separate group times, which enable all children to join in adult-led activities. In addition, they have supported staff to develop strategies that encourage children to listen and follow instructions throughout the day.
- Staff are positive role models. They support children to use manners, share resources and take turns. Children demonstrate kindness to others. For instance, they offer to hold their friend's hand as they practise their jumping skills. When children struggle to manage their emotions, staff swiftly intervene and use visual cues to help children consider their actions. To this end, children quickly return to their play.
- Staff provide activities within the daily routine to help children develop their independence. Children are encouraged to put their shoes on the shoe rack, they are helped to pour their own drinking water and they wipe their faces after lunch. When children leave their coats on the floor, staff provide gentle reminders to pick them up and hang them on their peg. Staff are vigilant, noticing when children struggle to use cutlery. Staff build on children's skills and demonstrate how to use the cutlery correctly. This helps children do as much as possible for themselves.

- Staff plan activities for children to develop their small-muscle skills. These activities help children practise the skills that are needed for early writing. For example, children use different tools to make marks in paint. They use different-sized brushes, rollers and forks to create their colourful pictures.
- Children engage with the variety of activities that staff have planned for them. However, occasionally, children's learning is interrupted when the routine changes. For example, children are eager to take part in a painting activity. They are then stopped by staff who swiftly move them on to outdoor play. Children express confusion as they are not able to finish what they are doing.
- Overall, staff help children to develop their language and communication skills. They engage in children's play and encourage children to take part in simple conversation. There are times, when some staff are less successful in engaging children who are quieter or less confident in meaningful play. This means, during those times, some children have fewer opportunities for purposeful interaction with staff.
- Staff understand the importance of promoting children's good health. They provide parents with information regarding healthy recipes and how to ensure good dental hygiene. Children are supported to develop good hygiene routines, such as handwashing after using the toilet, before meals and when returning from outdoor play.
- Managers and staff identify children with special educational needs and/or disabilities early. They work with parents and other professionals to create individual plans for children that are tailored to their needs. Staff establish effective strategies. For example, they work with children in small focus groups, encouraging them to gradually develop skills that move them forward in their development. This helps all children make good progress.

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:

- support staff to organise the transition between activities in a way that helps children finish what they are doing and prepare for these changes
- strengthen staff's practice to ensure that all children consistently receive high-quality interactions at all times.

Setting details

Unique reference number	EY462408
Local authority	Nottinghamshire County Council
Inspection number	10304398
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 11
Total number of places	30
Number of children on roll	71
Name of registered person	Zoe's Childcare Ltd
Registered person unique reference number	RP907871
Telephone number	01623 656 280
Date of previous inspection	3 July 2023

Information about this early years setting

Zoe's Childcare Dallas Street registered in 2013. It is located in Mansfield, Nottinghamshire. The nursery employs nine members of childcare staff. Of whom, six hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, for 50 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a small-group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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