

<b>Inspection date</b>	20 June 2017
Previous inspection date	22 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff are caring and nurturing to the children and this is modelled by children being kind to each other. There is a positive atmosphere across the nursery. As a result staff and children have fun and enjoy the environment and activities together.
- Younger children show secure attachments to staff and they look to their key person for reassurance, which supports children's emotional wellbeing.
- Children know the rules and routines of the nursery well. Staff remind children promptly and calmly on the rare occasions when they forget. As a result behaviour across the nursery is very good.
- Staff give children time to concentrate and become involved in activities. Children develop their own ideas and make good progress in their learning.
- Teaching across the nursery is good. Staff understand child development well and use this knowledge to promote children's learning.
- Leaders have a good vision for the nursery's future. They are reflective and know the areas that need to be developed in the nursery and how to improve these.

### It is not yet outstanding because:

- Staff do not make the most of opportunities to extend children's understanding of mathematics and in particular, space, shape and measure.
- On occasions, staff do not assess and plan activities to challenge the more able children to help them to reach their full potential.

## What the setting needs to do to improve further

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

- ensure staff make the most of opportunities to extend children's understanding of mathematics and in particular, space, shape and measure
- enhance the assessment process to ensure activities are planned effectively to challenge more able children to reach their full potential.

### Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- The inspector assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well senior staff monitor the quality of teaching.
- The inspector talked to parents, staff and children during the inspection and took their views into account.
- The inspector looked at a range of documentation including recruitment and performance records and children's learning journals.

### Inspector

Jayne Godden

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know and understand their statutory responsibilities to keep children safe. The staff team have recently attended safeguarding training. As a result, they know what concerns and allegations they must report to keep children safe. Managers use effective systems to monitor staff performance. This includes staff observations and supervision meetings. This means staff are able to reflect on and improve their practice. Good recruitment, vetting and induction procedures means that staff are suitable to fulfil their roles. Managers monitor the progress of each child, groups of children and each part of the curriculum to identify any gaps and to make improvements. As a result of this monitoring, activities that promote early communication and language skills were introduced to support the youngest children's learning.

### Quality of teaching, learning and assessment is good

Children are enthusiastic and confident learners. Staff observe, assess and plan interesting activities and as a result children are engaged and motivated to learn. Staff use skilful questioning to encourage children to think and work things out for themselves. For example, staff ask children what will happen to the cars on the different sized ramps. Children can choose what and where they want to play, and staff adapt their teaching to meet their needs. For example a member of staff moves books out into the shade so the younger children who enjoy stories can continue outside. Partnerships with parents are well established. Information is shared with parents through a weekly newsletter, this includes giving parents ideas to try at home with their children, which helps their learning further. Links with the local infant schools are used well and staff work closely with the Reception teachers to share information to support the children's transition to school.

### Personal development, behaviour and welfare are good

Children form close relationships with staff and each other. Intimate care routines are very good: staff engage with children throughout. For example, children smile and laugh as they have their nappies changed while the member of staff sings nursery rhymes with them. Mealtimes are a social experience. Children talk about the healthy food they are eating and are encouraged to try new foods. For example, children see their friends eating salad and try some for themselves. Staff offer lots of praise and encouragement to children who are learning to use cutlery. Parents report they are pleased with the care of their children and the daily information that they receive from the staff team.

### Outcomes for children are good

Children are independent and self-motivated to explore the interesting environment. They are able to test their physical skills, weaving in and out of bushes, balancing on tyres and running up slopes. Older children practise their early writing skills using buckets of water and paintbrushes to make marks on the tarmac and fence. Staff ensure children are prepared to move between the different rooms of the nursery and into school. For example, children try on pieces of school uniform and chat excitedly with staff about what it will be like starting school.

## Setting details

<b>Unique reference number</b>	EY252728
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1098692
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Date of previous inspection</b>	22 July 2015
<b>Telephone number</b>	01264 382532

Dandelions opened in 2003 and is located in Andover, Hampshire. The nursery is open daily between 8am and 6pm, all year round, with the exception of one week at Christmas. There are 17 members of staff who work with the children. Of these, 14 hold appropriate early years qualifications.

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