

Inspection date	7 March 2019
Previous inspection date	12 April 2018

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Procedures for completing risk assessments are not effective in helping to ensure all areas of the nursery areas safe as possible for children to use.
- Not all staff who are involved in preparing snacks and food for the children have training in food hygiene. This means that they do not always follow appropriate procedures to ensure children's health is protected.
- Planning and assessment procedures do not ensure that staff promptly identify children's individual learning needs and as a result, not all children make good progress.
- Staff do not always consider how they can offer opportunities for children to extend their activities for themselves, to enhance their learning further.

It has the following strengths

- Partnerships with parents are strong. Staff communicate well with parents, frequently sharing information to help provide consistency for children's care needs. Effective links are made with local schools which children go on to attend, to ease the transition from the nursery.
- Children are happy and enjoy being at the nursery. They forge positive relationships with the staff, who are sensitive and caring in their interactions with children.
- The manager has taken on board the weaknesses identified at the last inspection. She has sought feedback from staff and children to help evaluate practice. This has helped the manager to make some positive changes. For example, school-age children who attend out-of-school sessions have been instrumental in designing their own play spaces, giving them a sense of ownership.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the procedures for completing risk assessments, to help ensure that staff promptly identify and take action to address any risks or hazards to children	29/03/2019
ensure all staff involved in preparing and handling food receive training in food hygiene	29/03/2019
improve the procedures for assessing children's progress and planning for their learning, to help ensure that staff provide all children with the support they need to make good progress.	26/04/2019

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

- offer more opportunities for children to extend their own learning when they engage in planned activities.

Inspection activities

- The inspector observed activities in all the playrooms and the outside learning environment.
- The inspector completed a joint observation with the manager.
- The inspector looked at information about children's learning and sampled welfare records.
- The inspector checked evidence of staff suitability and the qualifications of staff working with children.
- The inspector held meetings with the registered person to discuss safeguarding, leadership and management.

Inspector

Samantha Powis

Inspection findings

Effectiveness of leadership and management requires improvement

The manager has made some improvements since the last inspection. For example, staff's understanding of behaviour management has been increased through training and they are now more consistent in their approach when managing children's behaviour. Staff have received training and made changes with regard to how they assess children's progress and identify their learning needs. However, changes are relatively recent, and are not yet having a significant impact on the outcomes for children's learning. For example, although staff are starting to identify when there are gaps in children's learning, this process is slow and does not ensure that prompt action is taken by staff to help to narrow those gaps. This means that not all children make the progress of which they are capable. Safeguarding is effective. Managers and staff have a confident understanding of their roles and responsibilities should they have any child protection concerns. Staff recruitment procedures are thorough to ensure all those working with children are suitable to do so.

Quality of teaching, learning and assessment requires improvement

Staff often involve themselves in children's play. They talk about their activities, supporting children to build on their communication skills. However, at times, activities that staff plan do not enable children to extend their learning. For example, some older children participate in an adult-led activity learning about colour mixing. However, staff do not then provide children with resources that would enable them to experiment with colour mixing for themselves, to extend their learning further. Staff organise the environment to enable children to make choices, increasing their independence. For example, children in the toddler room can select a picture card from the board to show staff what they want to play with.

Personal development, behaviour and welfare require improvement

Staff have a good understanding of children's care needs and routines, and respond to these well to help children feel safe and settle well. For example, staff working with the babies have a good understanding of their needs for rest and food, including individual dietary requirements. However, at times, children's health is compromised as food is sometimes prepared by staff who have not completed appropriate training and, therefore, do not follow effective procedures. For example, they do not routinely check fridge temperatures to ensure storage of food is safe. Staff complete risk assessments on all areas of the nursery before children arrive. However, these do not always help them to identify hazards to ensure risks are minimised. For example, a plastic table, which is badly cracked and has sharp edges, is in use in the garden where children play.

Outcomes for children require improvement

Children develop some skills that help to prepare them for the next stage in their learning. For example, they learn how to play well together and take care of their friends. Children show an interest in books. However, staff do not always adapt their practice to support children's individual learning needs effectively. For example, children learning about phonics do not always receive support from staff to help them pronounce words correctly.

Setting details

Unique reference number	EY500175
Local authority	Dorset
Inspection number	10084868
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 - 8
Total number of places	72
Number of children on roll	98
Name of registered person	Capers Day Nursery Limited
Registered person unique reference number	RP906456
Date of previous inspection	12 April 2018
Telephone number	01258 456797

Capers registered in 2016. It is a privately owned nursery and operates from a business park in Blandford Forum, Dorset. Children have access to playrooms on two floors and an outdoor play area. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. It provides full day care for children aged from four months to 11 years. The nursery and out-of-school club are open each weekday from 7.45am to 6pm for 51 weeks of the year. The owner, who is also the manager of the setting, is a qualified teacher. She employs 14 staff, 13 of whom hold suitable qualifications in childcare.

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