

Ditton Lodge Community Nursery

Inspection report for early years provision

Unique reference number	221559
Inspection date	17/03/2011
Inspector	Janet Keeling
Setting address	Ditton Lodge Community First School, St. Johns Avenue, Newmarket, Suffolk, CB8 8BL
Telephone number	01638 613002
Email	
Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Ditton Lodge Community Nursery opened in 1970 and re-registered with Ofsted in 1992. It is run by a voluntary management committee and operates from a mobile classroom in the grounds of Ditton Lodge Community First School in Newmarket, Suffolk. Children have access to an enclosed outdoor play area. The setting serves children and families from the local and surrounding areas.

A maximum of 24 children from three years to five years may attend at any one time. There are currently 28 children on roll, all of whom are in the early years age group. The setting opens Monday to Friday from 8.45am to 12.45pm, during school term time only. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff of which five work directly with the children. Of these, two hold a National Vocational Qualification (NVQ) at level 3 in early years and one holds a NVQ at level 2. The manager has Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive with the excellent levels of care and support that is provided in this stimulating and vibrant nursery. Staff work cohesively as a team and offer a fully inclusive service where the uniqueness of every child is recognised and celebrated. Children make significant progress in their learning and development because staff are dedicated and have an extensive knowledge and understanding of the Early Years Foundation Stage Framework. Highly successful partnerships with parents and other agencies have been established, ensuring children's individual needs are fully supported. All staff are enthusiastic, motivated and demonstrate an outstanding commitment and ability to sustain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving induction procedures for students and volunteers to ensure they are given full information and guidance on their roles and responsibilities while working at the setting.

The effectiveness of leadership and management of the early years provision

Excellent priority is given to safeguarding children. All staff have a comprehensive understanding of safeguarding issues and know who to contact should they be concerned about a child in their care. There are very robust recruitment and vetting procedures in place, together with induction procedures for new staff. Induction procedures for students and volunteers, to ensure they are given full information and guidance on their roles and responsibilities, are not as well developed. Staff routinely verify the identity of all visitors and have excellent procedures in place for the safe arrival and collection of children. Detailed risk assessments are completed, ensuring all risks to children are minimised. Staff are competent and demonstrate an excellent understanding of their roles and responsibilities. The deployment of resources is outstanding. The environment is well organised and provides wonderful learning opportunities for all children. Staff are deployed effectively to ensure children are supervised safely at all times. Resources and equipment are clearly labelled and allow children easy access. As a result, there are excellent opportunities for children to make choices and to take shared responsibility for their own learning and play.

Staff are excellent role models, they are enthusiastic, passionate about their work and strive to improve outcomes for all children. Rigorous and extensive monitoring enables managers to devise exceptionally well targeted plans. Recommendations made at the previous inspection have been successfully addressed. Regular team meetings provide valuable opportunities for staff to discuss children's interests, share good practice and use information gained to inform planning. Valuable appraisal systems encourage the continued professional development of all staff. Methods to promote equality and diversity thread through the whole setting. This is successfully achieved through planned activities, the use of visual displays, role play equipment and through open discussion between staff and children. The manager and staff demonstrate an excellent commitment to working with external agencies to support the inclusion of all children with special educational needs and/or disabilities. All children are unquestionably included and integrated.

Staff demonstrate an exceptional commitment to working in partnership with parents and as a result, there is a truly delightful rapport with children and their families. Staff dedicate time getting to know children and their families, fostering excellent relationships and helping to ensure that children settle and feel secure. Parents are very well informed regarding their children's care and learning and are aware that they can speak to their child's key person at any time. Parents access a wealth of information regarding the group through the use of a parents' notice board, newsletters and parents' evenings. In addition to this, parents are able to see beautiful displays of their children's work and photographs, which demonstrate their involvement in a wonderful range of activities. Parents expressed very positive views during the inspection. Feedback from parent and carer questionnaires also demonstrates that they are extremely pleased with the service provided.

The quality and standards of the early years provision and outcomes for children

Children benefit hugely from the setting's stimulating environment and because staff wholeheartedly recognise that children learn best when they are having fun and are excited by what they are doing. There is a lively atmosphere where children blossom and respond to challenges with enormous enthusiasm. Staff interaction is inspiring, because they know the children very well, ask open ended questions and competently support children as they play. Children work independently and in groups and share their ideas with staff and their peers. All children are valued and treated with equal concern, with any specific requirements being sensitively met through discussion with parents and other professionals. Staff have an excellent understanding of children's individual needs as they observe, discuss and record information on a daily basis. Information is evaluated and used positively to inform future planning. Each child's learning is meticulously documented in their individual learning journey folders. These contain both written and photographic information of a child's learning, achievements and records of their own work. The learning journey's are shared regularly with parents, who are welcome to add any information about their child's learning and achievements at home.

Children relish the excellent range of first-hand learning experiences and have developed a true sense of identity at the nursery. They have formed very secure relationships with their peers and with staff, who cherish each child's uniqueness. Children respond to the feelings and wishes of others and take pride in their achievements. During the inspection children proudly pointed to their collage work, which is beautifully displayed in the playroom. They are aware that print carries meaning as they self-register on arrival and use their name cards at snack time. They display a love for books as they sit attentively at story time and freely access a wide range of stories in the cosy book corner. They explore their natural environment during walks around the school playing fields, where they collect leaves and twigs and look for mini beasts. They enjoy singing, music and movement and engage in physical activity every day. There is great excitement as they tunefully sing, 'If you're happy and you know it' and 'We went to the animal fair'. Children express their ideas creatively through their drawings and craft work, and adore imaginary play where they use an extensive range of props to extend their experiences. For example, children display high levels of confidence when putting on a show for their friends. They step onto the stage, shake their maracas, bang their cymbals and waive their pompoms in the air. Children relish outdoor play, when they competently pedal bikes, skilfully roll balls, balance on large tyres and help dig the vegetable patch in readiness to plant their crops. They also benefit enormously from planned visits into the local community. Children visit the local market to purchase fresh fruit to make their fruit salad and attend the local church where they join in with the harvest festival celebrations. The nursery also welcomes regular visitors, who help and support children's understanding of the wider world, such as the local community police officer and members of the fire service.

Children have excellent opportunities to learn how to stay safe as they regularly

engage in emergency evacuation procedures and respond positively to gentle reminders from staff on how to use equipment safely. They develop an understanding of the wider world as they access a wide range of resources that are representative of diversity and also celebrate cultural festivals throughout the year. Children are taught about the importance of hygiene routines. For example, younger children are supported to wash and dry their hands, while older children manage their personal care needs very well. They develop a significant understanding of healthy eating through topic work, discussion with staff and through eating healthy snacks each day. They develop confidence and self-esteem and are developing an understanding of other people's needs. They are encouraged to share, take turns and be kind to each other. Children develop a sense of responsibility as they help to tidy away their toys, independently change from shoes into wellington boots and self-register themselves at snack time. All children successfully demonstrate that they are acquiring excellent skills that will help them in the future and prepare them for their transition into school.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met