

Dizzys Day Nursery

Inspection report for early years provision

Unique reference number EY233205
Inspection date 27/09/2011
Inspector Angela Jackson

Setting address 24 Hollands Road, Haverhill, Suffolk, CB9 8PR

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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

Dizzy's Day Nursery is privately owned and was registered in 2002. It operates from a converted unit on the Holland's Road industrial estate in Haverhill, Suffolk. The nursery is open each weekday from 7.30am until 6pm, for 51 weeks of the year. Staff transport children to and from local schools. Children have access to a series of secure enclosed outdoor play areas.

The nursery is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 41 children may attend the nursery at any one time, of which, no more than 13 may be aged under two years. There are currently 79 children aged between 11 months and five years on roll. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery provides funded early education for three and four year olds.

There are 18 members of staff including the owner, 17 of the staff hold appropriate early years qualifications. There is one apprentice on the staff team and one member of staff holds Early Years Professional Status. The nursery receives support from the local authority and was awarded the Suffolk Quality Assurance Scheme. All staff are trained to deliver the Every Child a Talker programme.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff use their exceptional knowledge of the Early Years Foundation Stage to plan exciting activities that inspire and motivate children. As a result, children make significant gains in their learning and development and thoroughly enjoy their days in the nursery. Children with special educational needs and/or disabilities or who are learning to speak English as an additional language, benefit from the staff's commitment to full inclusion. All children are valued for their uniqueness. The leadership team successfully involve all staff, parents and children in the self-evaluation process. This means that provision and practice are constantly reviewed and critically analysed. This is key to the nursery's strong capacity for 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:

- developing a procedure for passing a daily two-way flow of information between parents and schools.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded because there are robust policies and procedures in place for managing child protection issues. All staff have received up-to-date training in safeguarding and there are clear lines of referral for raising concerns. In addition, the staff team are highly qualified and stringent suitability checks take place before staff are permitted to work with children. No other adults are allowed unsupervised access to children, this means children have a strong sense of security.

Rigorous risk assessments take place regularly in all areas of the provision and children's safety is given the highest priority. The assessments, like all records required for smooth management of the nursery, are meticulously documented and organised. Staff have a keen awareness of their roles and responsibilities with children's well-being at the centre of all that they do. Toys and equipment are checked daily and are maintained in first class condition. As a result, children are able to move freely and safely around and between, the indoor and outdoor areas.

There are effective systems in place to make sure that children are given continuity of care by staff who have an excellent understanding of each child's individual learning and welfare needs. Staff are deployed to give high levels of support to each child and to maximise learning opportunities. Detailed planning systems comprehensively take into account key person assessments and the views and observations of parents. Children with special educational needs and/or disabilities are effectively supported at home and in the nursery. Staff act promptly and with expertise. They share strategies with parents and other professionals so that children are able to meet the realistic yet challenging, targets in place for them. The strong partnerships formed with parents and partners in the wider context, mean that each child's learning experience is enhanced. All children therefore, make very rapid progress in developing new skills.

Staff are driven by a shared ethos for continual improvement and ambition for children's futures. Staff are highly skilled in reflecting on their practice and are actively encouraged by the strong management team to recognise and build on their strengths. Parents use leaves for the 'learning tree' not only to comment on their own child's progress but also to offer suggestions for improvement. Most importantly for staff is that children feel valued and that their voice is listened to. Therefore, children's ideas and comments are given first priority when planning changes.

Staff are sensitive to individual needs and provide exemplary support to all children. They readily adapt activities and routines so that all children feel special and fully included. Children who are learning to speak English as an additional language enjoy extending their new vocabulary. All children are secure in the knowledge that their own language and background is valued. There are effective and comprehensive inclusion and equality policies in place. Children and staff treat each other with the utmost respect. As a result, all children are thriving and making excellent progress in their learning.

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

In this vibrant nursery, staff are enthusiastic in welcoming the children, which helps children to flourish and blossom. Children are fully involved in the daily routines and are eager to help staff. As helpers, children learn how to keep themselves and others, safe. They check toys and show emotions when staff explain that unsafe ones have to be thrown away. Staff use positive behaviour strategies that help children to stay safe and to be socially aware. Children use their 'walking feet' indoors and receive lots of praise for 'good listening'. As a result, children's behaviour is exemplary, as they are polite and respectful. Babies and the younger children laugh and talk away with each other as they sit around the table for a snack.

Children thoroughly enjoy the healthy snacks and meals that are freshly prepared for them. There is huge excitement as they learn the names of the dish of the day and who is to get the 'best eater' award. Children independently take themselves to the toilet and learn high hygiene standards. Photographs at the basins help children to understand what to do and why. The welfare needs of babies are extremely well met with excellent levels of staff interaction. All children are therefore happy and feel secure and safe.

Staff keep meticulous records. All documentation for medicines and accidents on the premises, is accurately and correctly maintained and staff provide the parents of children who attend schools with very good verbal feedback.

Children from a very early age get an exceptional sense of their uniqueness. There are booklets for each baby of photographs that show them changing over time. Children sit in concentrated wonder pointing out their own noses and eyes while pointing out the names and features of their friends. This enhances children's sense of their own identity and how they are similar yet different to others.

All staff use a rich variety of methods to help support children's language development. As a result, children develop strong communication skills and are confident and articulate speakers. Innovative plans provide children with a wide range of experiences that extend their knowledge and understanding of the natural world, their local community and the wider world. For example, the outside play area includes a digging area with bamboo poles, logs, leaves and plants. Children are able to explore the natural world and to find out how things grow, such as, the runner beans which produce vegetables they eat.

Children visit the local town and are stimulated about life in the community. They share what they have done with others and display their photographs. This helps consolidate children's learning and keeps ideas and interests fresh. As a result, children keenly use clipboards and the laptop and keyboards and telephones in their role play.

Everyday activities provide extensive opportunities for children to use number skills

and to understand the concept of age. Children count up from zero and understand the difference in their ages as they form groups of two year olds and three year olds. Dizzy Bear's travels around the world on holiday with the children, are plotted on the map and shared with each other. This helps children learn about other countries.

The wide and diverse range of activities, within this dynamic and forward-thinking nursery where diversity is valued and welcomed, provides children with a firm foundations and skills that will benefit them throughout their lives.

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