

Ditchingham Day Nursery

Inspection report for early years provision

Unique reference number EY437684
Inspection date 22/05/2012
Inspector Jacqueline Mason

Setting address Ditchingham Day Nursery, Belsey Bridge Road,
Ditchingham, BUNGAY, Suffolk, NR35 2DT
Telephone number 01986 895091
Email teresa.turner@benjaminfoundation.co.uk
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Ditchingham Day Nursery opened in 1991 and transferred ownership to its current owners in 2011. It is based in a former school situated in a rural position on the outskirts of the village of Ditchingham, near Bungay in Norfolk. The nursery provides a service to families living in the surrounding area. Children have access to two main playrooms, an 'active play' room, dining room and toilet facilities. All children share access to a secure enclosed outdoor play area. Access to the nursery is via a ramp.

The nursery is open from 7.30am to 6pm every weekday, for 51 weeks of the year. It is registered on the Early Years Register to care for no more than 40 children in the early years age range at any one time, of whom no more than 12 may be under two years. There are currently 63 children aged from five months to four years on roll. The nursery is also registered by Ofsted on both the compulsory and voluntary parts of the Childcare register.

There are currently eight staff who work with the children. Of these, seven are qualified to level 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff are deployed well and have a sound knowledge and understanding of the Early Years Foundation Stage to help children make satisfactory progress in their learning and development. Staff encourage children to take part in a range of interesting and stimulating activities but the routines of the nursery are not consistently applied to meet the individual needs of younger children. Children's health needs are mostly met and children feel safe in the nursery. Partnerships with parents are friendly and trusting and partnerships are in place with others who provide care and learning for the children. Management and staff are aware of the strengths of the nursery and have an action plan for development in order to promote improved outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the systems to meet the individual needs of children, with particular regard to the sleep needs of children in the baby room
- improve the promotion of good hygiene, with particular regard to encouraging younger children to wash their hands before eating snacks
- improve the systems for mealtimes to promote inclusion and ensure the individual needs of all children are met and improve the procedures for snack time, with regard to the provision of plates for older children
- improve opportunities for children under two years of age to access outdoor

play.

The effectiveness of leadership and management of the early years provision

Staff have a good awareness of the signs and symptoms of abuse to help them recognise when children may be at risk. They are confident to report concerns in line with the Local Safeguarding Children Board guidelines. All staff have undergone an enhanced Criminal Record Bureau check. A record of this is maintained at the nursery and all are renewed every three years. The on-going suitability of staff is further monitored through regular supervision and annual appraisal, and the strengths of staff and training needs are also identified through these meetings. The nursery takes effective steps to ensure that children are safe indoors and out, and that furniture, equipment and toys are suitable and safe.

All policies and procedures necessary for the safe and efficient running of the setting, are in place and are available to parents to help them make informed choices about their children's care and learning. Staff share children's achievements with parents. An effective key person system is in place, which ensures that each child has a named person to take responsibility for their day-to-day care and learning needs. The key person establishes fully-inclusive systems of communication with parents to keep them informed about their children's care and well-being. Parents are encouraged to be involved in their children's learning and contribute to the 'good news tree' to celebrate the achievements of older children. Partnerships with parents are a strength of this nursery and parents report that they find staff friendly, approachable and caring. Parents are confident that staff 'do a good job' and trust them totally, resulting in parents feeling secure to leave their children and not having to worry that their children are unhappy. Partnerships with others who provide care and learning for the children are in place so that concerns about children's learning, development or well-being can be quickly identified and managed.

The nursery evaluates its practice critically using a range of methods and the views of all stakeholders are sought including staff, parents, children and other professionals. Management act on comments from others, for example questionnaires from parents resulted in the production of a regular newsletter to keep them informed about the nursery. There is a clear, achievable action plan for development in place to help the nursery move forward in its continuous improvement to promote good outcomes for children. Children show concern for each other and learn to respect the customs and beliefs of our multi-cultural society through the worthwhile range of positive resources available to them.

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

The environment is very much child led with staff showing a clear understanding of how children learn and progress. Staff gather useful information from parents

when children first attend the nursery to establish children's starting points and identify their likes and dislikes. Through this, and the observation and assessment of children, staff are able to plan and provide activities that are fun, stimulating and take into account children's interests and stage of development. However, although play activities promote inclusion, and effectively meet the needs of all children, some routines of the day do not. For example, at lunch time all children eat together in the dining room and some babies get distressed. The noise levels are too much for them and they are not actively included in the mealtime routines, being placed in high chairs around the perimeter of the room.

Children are developing skills for the future. Staff promote language development well and respond positively to the babbles and gurgles of babies. Older children's speaking and listening skills are promoted through audio books and taking turns in conversation. Children are encouraged to develop their writing skills and staff provide a range of materials, such as pens, paper and chalkboards, to promote this. Staff recognise that some of the boys are not so interested and are working on ways to promote their interest, such as using their fascination for 'superheroes' to provide activities to encourage mark making. Children use computers confidently and are able to independently complete simple programmes. Children are introduced to numbers from a very early age with staff counting 'one, two, three' as babies knock down the tower of stacking beakers.

Children's health and physical needs are met to a satisfactory standard. Outdoor play is promoted well for older children and they have direct access to the garden from their playroom. However, children under two years do not have such good opportunities to be outdoors. Staff do take babies on walks into the local environment, but sometimes they have whole mornings where they are not able to go outside. A varied range of healthy snacks is provided and a 'rolling-snack programme' for older children means that they are able to take ownership of their own health and eat when they are hungry. Table cloths are used at snack time but older children are not provided with plates for snack, resulting in them having to put raisins, cereals and fruit directly onto the table. This does not promote table manners or social skills. Younger children do not always wash their hands before eating and this has the potential to compromise their health.

Individual routines are followed, although sometimes sticking rigidly to these mean that babies become over tired and fretful. Sleeping babies are monitored to keep them safe. Babies have excellent relationships with staff, confidently going to them for support and a cuddle. Staff treat children with positive regard and children play exceptionally well together. In the baby room staff sit on the floor with the children and encourage them to play with a wide range of toys that are safe, clean and appropriate to the babies' age and stage of development. Babies are helped to learn to share and take turns, playing with an adult to take turns with pop-up toys and stacking beakers, hiding objects under the beakers and laughing delightedly when they find them. Older children enjoy creating their own games, with boys building 'water pistols' using construction toys, finding pieces for each other to create the pistols. Staff across the whole of the nursery are actively engaged in children's play.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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