

Ditchingham Day Nursery

Ditchingham Day Nursery, Belsey Bridge Road, Ditchingham, BUNGAY, Suffolk, NR35 2DT

Inspection date	11/02/2014
Previous inspection date	22/05/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff are caring and nurturing. They work closely with parents and are sensitive to children's individual needs. As a result, children develop close relationships with staff and each other and are emotionally secure.
- All children benefit from opportunities for outdoor play. They become animated and enjoy the excitement of playing in the woods where they are able to take risks in a safe environment.
- The manager has a good overall knowledge of the strengths and weaknesses of the nursery and is working with the local authority to improve children's learning.

It is not yet good because

- Assessment is not always used successfully to identify appropriate next steps for learning and development, and the progress check at age two is not completed in a timely manner. As a result, planning is not always precisely focused to ensure all children make as much progress as possible.
- Staff working with children aged over two do not always exploit spontaneous teaching opportunities to help children make connections in their learning. As a result, children's learning is not always successfully supported.
- Books are poorly organised and not attractively presented to promote children's interest and support their learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three playrooms, the dining room and outside learning environment and spoke to children and staff at appropriate times.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the nursery.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

Inspector
Gill Thornton

Full report

Information about the setting

Ditchingham Day Nursery opened in 1991 and re-registered under its current ownership in 2011. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, and 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 three main playrooms, a dining room and toilet facilities. All children share access to a secure enclosed outdoor play area. The nursery is one of five settings run by The Benjamin Foundation.

The nursery employs nine members of childcare staff including a cook. Seven of the staff hold appropriate early years qualifications, one at level 2 and six at level 3 and above. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 53 children attending who are in the early years age group. The nursery receives funding for the provision of free early education for three- and four-year-old children. It supports a small number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching and learning by: linking children's next steps to tracking documents to ensure that planning is sharply focused on ensuring children are making good progress in all areas of learning
- review the timing of the progress check at age two so that parents are provided with an accurate summary of children's progress in the prime areas of learning and development which they can share with their health visitor at the two-year-old health and development review
- improve the quality of teaching by: improving systems of monitoring staff practice to ensure all staff are able to exploit spontaneous teaching opportunities during child-initiated play, so that all children are provided with good levels of challenge.

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

- review the organisation of books so they are attractively presented and inviting to children to promote their interest and support their learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and enjoy their time at the nursery. Staff have a good overview of children's abilities and interests and provide an appropriate range of activities and experiences to promote their progress. Activities cover the seven areas of learning and generally support children's development well in the prime areas. However, there are some inconsistencies in the quality of teaching. Children aged under two are cared for in a bright and spacious well-resourced room. Staff are knowledgeable about children's interests and abilities and plan a good range of age-appropriate experiences to promote children's progress in the prime areas of learning. They acknowledge children's interests and respond well to their requests, such as to use small ride-on toys indoors. Staff clear an appropriate space and sensitively help them learn to share and take turns. As a result, children are developing the skills to support their next stage of learning, such as the move to the next room and eventually on to school.

Children aged over two are cared for in a large room, which is divided into two. One half is used for more adult-led activities, while children engage in free play and explore resources of their own choosing in the other half of the room. Staff plan adult-led activities with clear learning intentions, such as practising writing their name and the children enjoy proudly showing their drawings to 'Shelly' the hermit crab puppet. Children enjoy whole group activities, such as retelling a favourite story, or playing the listening game, where they chose an item from a bag and suggesting how to use it to make a sound. As a result, all children, including those with English as an additional language, develop confidence in speaking in a group and improve their language and communication skills. However, books are poorly displayed and unappealing as they are torn and grubby. As a result, children do not look at them apart from during group activities and staff do not use non-fiction books to help children learn about nature or the wider world. During free-play activities, staff engage with the children and praise their efforts, but they do not always exploit teaching opportunities during child-initiated play to provide further challenge and extend children's learning. For example, they recognise a child's interest in playing with the trains, but do not use this as an opportunity for encouraging them to write for a purpose while planning out the layout of the track. Children benefit from outdoor play. All children have access to a safe and secure area for outdoor play which provides a good range of learning experiences. The nursery also follows some forest school principles. Children aged over two enjoy going to the woods which form part of the convent grounds where the nursery is situated. They have many opportunities to explore nature. Staff acknowledge their interest and excitement, such as when they find some snowdrops, but they do not ask open-ended questions to encourage the children to make connections in their learning.

Key persons identify and plan for children's next steps in learning, but these are not always focused on, or linked to, children's emerging skills as identified in their tracking documents. As a result, plans are not always precisely focused to ensure all children make as much progress as possible. The progress check at age two is carried out when children are nearly three and so does not provide parents with the opportunity to share a summary

of their children's progress with their health visitor at the two-year-old health and development review. Parents have good opportunities to be involved in their children's learning. Flexible parents' meetings are offered for parents to discuss their child's progress with their key person; these are used as a good opportunity to share information and plan together for children's future learning. Parents value their child's learning journal as a record of their time at the nursery and they enjoy taking them home to share with other family members.

The contribution of the early years provision to the well-being of children

Staff are caring and nurturing. This caring nature is reflected in the children's behaviour towards each other, as they are sensitive and offer comfort to a child who briefly becomes distressed when their parent leaves. Effective settling-in procedures ensure children form strong attachments to their key person and are emotionally secure. Parents are highly complimentary of the nursery. Staff in the room for children aged under two are very attentive to children's needs and focus well on promoting the prime areas of learning. They work closely with parents to follow children's routines from home. Children's individual sleep patterns are followed in the nursery and key persons take responsibility for children's personal care. As a result, children are happy and develop their independence secure in the knowledge that a trusted adult is close by if needed. Daily diaries are used to record detailed information about each child's day, including meals and nappy changes. A good handover between parents and staff means that each are well informed about children's changing needs and any minor injuries or concerns about a child. Key persons involve parents in preparing children for their transition to the 'big room' and provide a good standard of information for the child's new key person. As a result, children are emotionally prepared for the move and settle well into the new room and routines.

All children are taught to follow good hygiene routines from an early age. They readily wash their hands before meals and snacks and after using the toilet, or after nappy changes. Meals are healthy and nutritious and cooked on-site by the nursery cook. Well-established procedures are in place to meet children's individual dietary needs and staff sensitively explain to other children why some children's food is slightly different to their own. Children all eat together in the dining room and learn to try new foods by copying their friends. Age-appropriate equipment helps children become independent and learn to use cutlery. Snack time takes place in the individual rooms and is used as another opportunity for children to become independent. They learn to butter their own crackers and pour their own drinks while sitting in their key person groups. Children behave well. Staff are calm and consistent and role model good behaviour to which children respond well. Children learn to share and take turns, such as while waiting their turn on the popular touch-screen computer and remind each other of the rules while lining up for lunch.

Children benefit from opportunities to play outdoors in the fresh air. When the weather is wet babies still enjoy being in the fresh air as staff take them for walks in buggies. Children aged over two become excited and animated as they go to the woods. They engage in games, such as 'One, two, three, where are you?' when they enjoy the

excitement of taking safe risks while hiding in the woods. As a result, children learn the importance of fresh air and exercise as part of a healthy lifestyle.

The effectiveness of the leadership and management of the early years provision

Arrangements for safeguarding children within the nursery are good. Staff are confident of the action to take if they have a concern about a child's welfare or the behaviour of another member of staff. Safeguarding issues are discussed at staff meetings to reinforce their understanding. Policies and procedures are reflected in practice and shared with parents so they understand the running of the nursery. Any accidents are dealt with appropriately to ensure children are safe and well cared for. Accidents are recorded and parents informed accordingly on the same day. The majority of staff have current first-aid certificates and appropriately stocked first-aid kits are close at hand so staff can deal appropriately with any accidents. Risk assessments are carried out to ensure the premises are safe and secure. Staff in the under two's room monitor the temperature using a thermometer to ensure children are comfortable while ensuring the radiators do not get too hot. The manager monitors accident records to identify any further action that needs to be taken to keep children safe. Complaints are handled appropriately and the manager is aware of what incidents and events should be notified to Ofsted. Robust recruitment procedures are followed to ensure staff are safe and suitable for their roles. Staff are well deployed and adult-to-child ratios are appropriately maintained and monitored in each room to ensure children are supervised at all times.

The manager has recently introduced new tracking documents which have improved how staff monitor children's progress and identify any gaps in children's learning. However, these are not embedded in practice to ensure all staff use them effectively to identify appropriate next steps to help all children make good progress. The manager spends time in each room modelling good practice and has identified many priorities for development to improve children's learning. However, this has not yet been successful in targeting inconsistencies in teaching to ensure all children are fully challenged and making the best possible progress in all areas of learning. Arrangements for performance management are in place and staff have access to relevant training. For example, after attending a recent workshop, staff in the room for over twos have recently introduced activities to encourage boys' interest in writing outdoors using sticks in mud.

The nursery works closely with local authority early years advisors to improve the service it provides. Since the last inspection, they have secured funding for the new room for the under twos which has greatly improved the care for that age group. The nursery is hoping to secure further funding to improve the room for the older children. Action plans are in place which identify appropriate areas to continue to improve within the nursery. Parents' views are gathered and acted upon effectively. For example, the nursery now provides regular opportunities for parents to meet with their child's key person to share their learning journal. Parents praise the supportive and nurturing staff who are diligent in meeting their child's individual needs. They comment that their children love coming to the nursery and do not want to leave at the end of the day. The manager has developed relationships with other settings and the local children's centre so that she can better

support families and children at the nursery. Children with special educational needs and/or disabilities receive targeted support because the nursery works with other professionals to promote consistency of approach to children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY437684
Local authority	Norfolk
Inspection number	950251
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	53
Name of provider	The Benjamin Foundation
Date of previous inspection	22/05/2012
Telephone number	01986 895091

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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M1 2WD

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