

Rendlesham Day Nursery

162 Acer Road, Rendlesham, Woodbridge, Suffolk, IP12 2GA

Inspection date

08/01/2015

Previous inspection date

23/02/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- A rich, vibrant, stimulating learning environment offers a wide range of exciting and varied opportunities for all children. This means children are keen, enthusiastic, independent and confident learners and some make exceptional progress.
- Staff provide a wide variety of activities that are carefully planned to be purposeful, developmentally appropriate and challenging. Children are exceptionally well supported by their key persons, developing emotional security and building firm relationships.
- All staff fully understand how young children learn and develop and plan activities based on children's interests. As a result, children of all ages and abilities are busy, enthusiastic learners.
- Children's learning experiences are significantly enhanced by the very strong communication skills demonstrated by all staff. This results in optimal challenge for all children.
- All staff fully understand their role in safeguarding children. They provide a high-quality nursery, which is welcoming, safe and stimulating. All necessary steps are taken to protect children's welfare. Safety is paramount and associated record keeping is robust.
- Inspirational leadership ensures that professional development enables practitioners to challenge and improve their knowledge, understanding and practice.
- Children's transitions within the nursery and on to full-time school are significantly enhanced by very close links and partnerships with parents and local primary schools.

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.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and spoke to staff and children.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation, including risk assessments and policies.
- The inspector also took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Caroline Clarke

Full report

Information about the setting

Rendlesham Day Nursery is privately owned and managed and is registered on the Early Years Register. It opened in 2005 and operates from a converted building. Children have access to an enclosed outdoor play area. The nursery is situated in Rendlesham, Suffolk. It is open each weekday from 8am until 6pm, for 51 weeks of the year. There are currently 83 children on roll, all of whom are in the early years age range and who attend for a variety of sessions. The nursery currently supports a number of children with special educational needs and/or disabilities and the setting has strategies in place to support children who are learning English as an additional language. There are 19 members of staff, 17 of whom hold appropriate early years qualifications. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance the strong outdoor learning areas further, by increasing the opportunities to foster independence in children's play and learning.

Inspection judgements

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

Children of all ages benefit from a wealth of stimulating and engaging activities. They demonstrate high levels of curiosity and involvement in activities, motivated by the enthusiasm of staff. Staff use their communication skills exceptionally well to model, scaffold and develop language. Ideas from training courses are used well to ensure that each room is a communication rich learning space. For example, children make excellent use of descriptive language as they play with pretend animals in the foam. The polar bear is referred to as 'mean' and 'huge' and another child explains that the giraffe is 'spotty' and 'tall'. Staff have an excellent knowledge and understanding of the learning and development requirements. They provide a very broad range of interesting and challenging experiences for children that meet their individual needs very well indeed. For example, an able child is further stretched by a hands-on phonics activity that gives the child the opportunity to blend three or more sounds together to read and spell simple words.

Staff collect detailed learning and development information from parents when children first join the nursery. The nursery has worked hard to develop exceptional practice in this area following the last inspection. This information is used very effectively to inform assessments on entry and support children's individual age and stage of development. The quality of teaching is consistently good and often outstanding. Staff are highly skilled in engaging children in activities that enable them to learn and make extremely good

progress. Staff support children extremely well as they play. They sit alongside them, at their level and help and encourage children in their activities, letting children take the lead. This enables children to play and explore their environment, learning through a process of trial and error and developing independence. As a result, children are happy and engaged in activities for prolonged periods of time. Children from all age groups enjoy sharing books and have opportunities to freely access them in the cosy and attractive reading areas. Their language is developing very well and all children, including children who speak English as an additional language and children with special educational needs and /or disabilities, are making rapid progress.

Outdoors, more space is available so that children can ride wheeled vehicles, climb and explore, write and paint, take part in role play and explore the sand and water. They also enjoy growing and caring for their own plants and vegetables. The nursery is eager to extend the learning opportunities in the outdoor play area even further to maximise children's independent learning. Children are provided with a wide range of experiences to develop their physical skills. They really enjoy mark making, hiding objects in shaving foam, using scissors, washing the dolls and pouring rice and pasta from one container to another. As a result, children make good progress in their physical development, based on their starting points. They gain an exceptional range of skills necessary for their next stage in their learning, including school, when the time comes. In all rooms, every space is colourful, vibrant and stimulating, for example the ceilings that are awash with dangling objects of varying textures, made by the children themselves. Such thoughtful displays of children's work promote their self-esteem.

Children have learning journals that contain detailed information about their progress towards the early learning goals. This includes information collected from the parents on entry to the setting, examples of children's work, photographs and observations. Each child's progress across the seven areas of learning is clearly tracked against age related expectations. Staff also record an achievement summary for each child covering all aspects of learning. Observations are used very effectively by staff to plan next steps in learning and assessment by all staff is rigorous. Tracking and planning for individual children is very robust and contributes to the rapid progress that some children make. Parents enjoy contributing towards these learning records via meetings with staff and adding comments to leaves on the wow tree when their child achieves something new at home. This means that there is shared knowledge about children and a detailed picture of each child's learning and development is obtained.

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

Staff place a very strong emphasis on supporting children's emotional and physical well-being. A key-person system is well established and actively contributes to the high level of pastoral care referred to by parents. All children are confident, happy learners and settle quickly to their activities, mixing well with the other children. Resources are very accessible to children and all are clearly labelled, encouraging children to make independent choices. Independence is also consistently promoted at mealtimes, when children wash their own hands, make choices, serve food and clean up after themselves.

Children have daily opportunities to run about in the fresh air in order to promote their physical wellbeing. Staff promote the awareness of healthy lifestyles by talking about the fruits and vegetables shared at snack time and encouraging the children to drink water. A colourful wall display celebrates work produced by the children to reinforce the importance of a balanced diet.

Effective settling-in procedures are in place and children are very well supported emotionally. Parents speak very highly of the ways in which their children settle quickly. Children are equally well supported emotionally when they leave the nursery and move to local schools. Some parents express their appreciation of the ways in which their children are prepared for starting school. Excellent liaison takes place between the Reception teachers at local schools and the nursery staff. This results in children being confident and prepared for the next stage in their learning, through the very detailed exchanges of information and a significant number of children who are achieving above expectations on entry to school.

Children demonstrate safe practices as they learn, for example, using knives safely to chop vegetables and make soup, under close adult supervision. Staff encourage children to grow in confidence by taking risks within a safe environment. Children co-operate well with each other and know what acceptable behaviour looks like in the nursery. This is because systems are in place and all staff are very consistent in their approach towards positive behaviour management. Children are praised for good behaviour and are reminded of the simple and achievable boundaries and expectations on a regular basis.

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

The manager and staff create a very strong provision that is welcoming, stimulating and safe. The manager ensures that staff are aware of and follow policies and procedures in relation to safeguarding children and receive the necessary training and checks. Children are diligently supervised at all times and correct adult-to-child ratios are adhered to. All staff demonstrate an extremely robust understanding of safeguarding. They know the signs and symptoms to look for with regard to abuse and neglect, and how to record and pass on information if required to the relevant agencies to promote children's welfare.

Rigorous induction arrangements are in place for staff and ongoing staff development is actively encouraged. The manager meticulously evaluates the quality of practice and provision, taking into account the views of staff, children and parents. She has identified areas for development through on-going detailed and thorough self-evaluation. The provider is fully committed to creating, maintaining and improving the nursery so that it meets the highest standards and offers the best experiences for children. Since the last inspection, she has reorganised the staffing structure, forming a more cohesive team, where all staff use their skills and expertise well to support the learning and development of all children, regardless of their age or ability. Staff feel supported by the management and are helped to improve their knowledge, understanding and skills. The manager has a good understanding of her role in the monitoring of the delivery of educational

programmes and a good overview of the continuous provision for children in the indoor and outdoor learning environments. Her drive, passion and vision to succeed, ensure that all staff have the highest expectations and secure nothing but the best outcomes for the children in their care. Staff regularly observe one another and act on feedback so that best practice is shared and actively contributes to developing the best possible outcomes for pupils. Assessment and planning documentation is detailed and provides an accurate summary of children's abilities and progress. The consistency of documentation across all three rooms, the clear differentiation on an individual basis and detailed next steps in planning are exemplary.

Very strong staff communication ensures that children's individual needs are quickly identified and well met through very strong partnerships between the nursery, parents and external agencies. Feedback from parents is used to help the nursery self-evaluate and further improve the facilities and teaching and learning that it currently provides. Significant use is made of information provided by external agencies. Managers and staff share detailed information regarding children's needs, abilities and progress with other providers, enabling children and their families to be extremely well supported in their learning and development.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY300980
Local authority	Suffolk
Inspection number	861741
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54
Number of children on roll	83
Name of provider	Detapak Ltd
Date of previous inspection	23/02/2009
Telephone number	01394 420581

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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