

# Dizzys Day Nursery

24 Hollands Road, Haverhill, Suffolk, CB9 8PR



## Inspection date

30 July 2015

Previous inspection date

27 September 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Exceptional attention is given to working closely with parents and carers. This enables staff to closely monitor every child, including those with special educational needs and those who speak English as an additional language. As a result, all children receive extremely good support and make exceptional progress towards the early learning goals.
- Changeover reports are very carefully put together by each child's key person. This means that every time a child moves within the nursery, or eventually on to school, the receiving staff have extremely clear information to build on the children's existing skills.
- The children are exceptionally independent and resourceful. This is because the staff have appropriately high expectations about what children can achieve independently. As a result, children manage their day-to-day personal needs particularly well.
- Staff praise and encourage children tremendously well. This very clearly raises their self-esteem to a high level, helping them to become very emotionally secure. Children's individual needs are extremely well planned for and met. As a result, children and staff form strong and meaningful attachments with each other.
- Safeguarding children is central to everything that the staff do. For example, meticulous attention is given to monitoring all relevant records. This helps staff to highlight any anomalies which may appear in the children's care, enabling them to take swift action where necessary to protect children from harm.
- The management team and every single member of staff maintain a continuous drive for excellence in all that they do. This is clearly defined by their excellent dedication to continuing their professional development. There is also very well-documented determination to persistently improve on their existing achievements.

## What the setting needs to do to improve further

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

- embed the new system for assessing children's progress quickly in order to maintain the excellent progress children are making and to capture times when their development slows.

### Inspection activities

- The inspector observed general play and the snack time routines in the nursery.
- The inspector talked with the management team, staff, parents, children and other professionals working in partnership with the nursery, at appropriate times throughout this inspection.
- The inspector looked at evidence of the suitability checks for all management teams and members of the staff, and a range of other documentation. Staff qualifications and first-aid and safeguarding training certificates were reviewed.
- The inspector held discussions with room leaders in relation to planning and observations of children engaged in adult-led and child-initiated learning opportunities taking place on the day of the inspection.
- The inspector reviewed the current procedures for reflective practice. Discussions with the management team took place to identify how they listen to children, parents and carers.

### Inspector

Lynn Clements

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Staff use various themes and children's developing interests to provide an extraordinarily interesting range of high-quality learning experiences, both indoors and outside. Children demonstrate critical thinking skills superbly. The children recently helped to design the outside garden and decided on a water theme. As a result, they enjoy exploring water and other aspects of the natural world, such as investigating how a caterpillar turns into a butterfly. Staff organise visually exciting and detailed activities which are based on the interests and questions posed by children. Children enjoy discovering more information through books and activities about the seaside they visited with their family. Children delight in reading stories and understand that print carries meaning. Children show their language skills as they recall previous experiences of paddling in the sea. They interact socially together, confidently using their developing language skills to share ideas. When a parent provides an opportunity for children to explore and use ukuleles, they use their growing physical skills to make musical instruments and create a band. Staff throughout the nursery clearly inspire children. As a result, they excitedly use their imagination, concentrating on their games for extended periods of time. Children explore simple mathematics while playing with sand or water and they actively seek staff out to talk about what they are doing. Children are highly motivated, eager to explore and develop a genuine excitement for learning. This can be directly attributed to the high-quality teaching and purposeful learning opportunities delivered by staff.

### **The contribution of the early years provision to the well-being of children is outstanding**

The children demonstrate a very strong awareness of others. For example, they politely wait their turn when engaged in conversations. Older children agree their own rules and boundaries in order to help keep themselves safe. As a consequence, the atmosphere throughout the nursery is exceptionally pleasant and calm. Children enjoy plenty of opportunities to engage in more robust activities outside. This enables them to increase their larger muscle development and overall coordination. Children are confident and highly motivated to learn. They have become adept at making choices and solving problems that occur in their play.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The management team and staff have an exceptional understanding of how to meet the requirements of the Early Years Foundation Stage. Safe recruitment procedures ensure that staff are suitable to work with children. Staff performance is reviewed to support their professional development. As a result, they remain up to date with the latest teaching ideas. The quality of teaching throughout the nursery is excellent. Staff take swift action, in partnership with parents, to provide additional support where required. This means that gaps in learning are closed or significantly narrowed, supporting children's readiness for going to school. The management team understands there is opportunity to enhance the current monitoring systems even further to reveal any deviation in progress.

## Setting details

<b>Unique reference number</b>	EY233205
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	848262
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	96
<b>Number of children on roll</b>	137
<b>Name of provider</b>	Elizabeth Gillian Nunn
<b>Date of previous inspection</b>	27 September 2011
<b>Telephone number</b>	01440 706246

Dizzy Day Nursery was registered in 2002. The nursery employs 29 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. There are three members of staff who hold Early Years Professional Status. The nursery opens from Monday to Friday throughout the year from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. They have clear procedures in place to support those children with special educational needs and/or disabilities and those who speak English as an additional language.

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