

Hunnitots Day Nursery

Ipswich Hospital NHS Trust, Heath Road, Ipswich, Suffolk, IP4 5PD



Inspection date	18 November 2015
Previous inspection date	24 March 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff in the baby room do not always have sufficient knowledge of all the children they are caring for to promote their development and learning consistently.
- The key-person system is not effective in the baby room. Some children do not settle quickly.
- Staff performance management is not robust. It is not focused on promoting a consistently good quality of teaching and learning across the nursery.
- Staff do not gather precise information from parents about children's learning when they first start, in order for them to immediately identify what children need to learn next.

It has the following strengths

- Staff keep parents well informed about their children's activities each day. This supports children's welfare and continuity of care. Staff encourage parents to remain involved in their children's learning, both in the nursery and at home.
- Children behave well. Staff act as positive role models. They encourage children to share, take turns and be polite. Staff manage unwanted behaviour sensitively. They encourage children to make friends with their peers and to celebrate each other's differences.
- The manager seeks the views of staff, parents and children when evaluating practice. Parents' comments received during the inspection are positive.

What the setting needs to do to improve further

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

- | | Due Date |
|---|-----------------|
| ■ ensure that staff are fully aware of children's individual learning needs so that they are consistently met | 04/01/2016 |
| ■ ensure that the key-person system in the baby room is effective in building settled relationships between children and the person who is assigned to look after them. | 04/01/2016 |

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

- review and assess the arrangements for staff supervision
- seek more precise initial information from parents when children first attend the nursery, to include details about their child's stage of learning and development.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors completed a joint observation with the nursery manager.
- The inspectors held a meeting with the nursery manager and spoke with staff and children at appropriate times throughout the inspection.
- The inspectors looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery, and looked at records of children's learning and development and a selection of policies and procedures.
- The inspectors spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karen Harris / Jacqui Mason

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team encourages staff to attend additional training to further their knowledge and skills. They encourage staff to reflect on their practice. However, performance management is not yet robust. It does not place enough focus on the benefits of staff learning from each other to help raise the quality of teaching across the nursery. The arrangements for safeguarding are effective. Staff have a good knowledge of child protection procedures and know what to do should they have any concerns about the welfare of a child in their care. Robust policies and induction procedures ensure all staff and students are safe and suitable for their role.

Quality of teaching, learning and assessment requires improvement

Staff seek information from parents when children first start at the nursery. However, this is mainly based on children's care needs. It does not always provide precise information about children's learning and development. This means that staff cannot immediately identify what children need to learn next. Staff in the toddler and pre-school rooms get to know their key children well. They have a secure knowledge and understanding of how children learn and provide appropriate activities to support their next steps. For example, children in the toddler room eagerly wash up the cups after snack. This helps to develop their confidence and sense of belonging as they try new skills. Children in the pre-school room listen well to instructions. They enjoy playing number games, developing an awareness of numbers and mathematical language.

Personal development, behaviour and welfare require improvement

Staff attend well to individual children's care needs and pick children up and cuddle them when they are unsettled. However, the key-person system in the baby room does not effectively support children to develop secure, trusting and positive relationships with their key person. Children's emotional well-being is not effectively supported as the key person does not consistently work in the same room as their key child. Staff provide a suitable range of toys and resources, which are presented well for children to select what they would like to play with. This helps to support children's developing independence. Children have daily opportunities for exercise and fresh air, which help to promote their health and physical well-being. Staff support children to manage their personal needs according to their age and stage of development. Meals are nutritionally balanced. Children enjoy social mealtimes.

Outcomes for children require improvement

Outcomes for children are variable. Staff in the baby room do not have high enough expectations of what children can achieve. They do not have a good enough knowledge of the children for whom they are responsible. However, staff in the toddler and pre-school rooms provide good opportunities for children to develop the key skills they need to be ready for the next stage in their learning, such as school. Records demonstrate that children are working within the expected development band for their age. Staff support disabled children and those with special educational needs, and children who speak English as an additional language to make steady progress.

Setting details

Unique reference number	251761
Local authority	Suffolk
Inspection number	864464
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 9
Total number of places	138
Number of children on roll	134
Name of provider	Ipswich Hospital NHS Trust
Date of previous inspection	24 March 2009
Telephone number	01473 704514

Hunnitots Day Nursery was registered in 1991. The nursery employs 22 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round, closing for one week over the Christmas period. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

