

Ditton Lodge Community Nursery

St. Johns Avenue, NEWMARKET, Suffolk, CB8 8BL



Inspection date	22 April 2016
Previous inspection date	17 March 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff have very high expectations, interacting confidently with parents and children to promote positive well-being. Together, secure relationships are formed promoting open and honest communication. Individual children or groups of children who have identified needs quickly learn how to communicate exceptionally well together.
- Staff talk with parents about their child's educational development and care needs. They listen and respond, altering practice to safeguard children or extend opening hours to support working families. This promotes positive continuous development.
- Staff teach children to think about dangers. They are encouraged to assess their environment, identify risks and learn how to use equipment safely. Children use woodworking tools, build dens, climb trees safely and collaborate as they move heavy logs competently.
- Staff encourage local professionals, such as, dental hygienists, police and fire personnel to talk to children, helping to extend their knowledge of others. This enriches opportunities for children to learn and show respect for people's different backgrounds, beliefs and customs.
- Staff involve children in establishing rules for inside and outside play. Children learn to find and use equipment independently. They take responsibility for turn taking, using sand timers that provide them with visual cues about when to share toys.
- Staff work effectively with other professionals and adults in other settings the children attend, including the primary school they will move on to. This interaction promotes continuity of learning and enables staff to plan further exciting opportunities that build very effectively on children's existing knowledge and skills.

What the setting needs to do to improve further

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

- enhance the opportunities for children to investigate and explore as they become even more familiar with the natural world.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector observed and discussed a planned activity with the manager.
- The inspector checked relevant documentation, including the suitability checks of all members of staff and relevant training certificates.
- The inspector reviewed reflective practice procedures used by the manager and staff.
- The inspector took account of written feedback from parents.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager enthuses and inspires staff to strive for excellence. Ongoing professional development promotes a dynamic environment where new ideas are welcomed, shared and implemented. This improves standards and promotes very high-quality practice and interaction with children. The arrangements for safeguarding are effective. Robust recruitment and attention to ensuring staff understand their well-defined roles and responsibilities secures the safe and smooth running of the nursery. Practice is monitored closely. This ensures that the care of children is never compromised. Precise, ongoing tracking in relation to progress means that gaps in learning are identified and early intervention sought. All groups of children receive very high levels of excellent teaching and learning experiences to ensure rapid progress. They acquire the skills they need for their eventual move to school. Staff take part in local authority initiatives and surveys, helping to trial, develop and eventually share best practice with other local settings.

Quality of teaching, learning and assessment is outstanding

Staff recognise that effective interaction and communication extends children's learning. They use excellent questioning techniques encouraging children in conversation. Children learn about the protocol of waiting for others to finish speaking before offering their own ideas. They ably extend their vocabulary within this print rich environment, where they actively offer their ideas and record their own learning as it happens. Critical thinking is expertly extended as children engage in Forest School activities. They learn that some actions work better with team work, such as, building dens, organising hide and seek or offering advice on climbing. Staff eloquently narrate during adult-led learning, enabling children to make connections and develop a sense of the world around them.

Personal development, behaviour and welfare are outstanding

Children settle exceptionally quickly. Staff use plenty of descriptive praise to boost their confidence and self-esteem. Children are confident, competent communicators. Every aspect of the nursery is focused on developing independence. Children follow their own interests, ask questions and collaborate. They ably deal with personal hygiene needs. Their physical and emotional development are extremely well supported. Healthy eating is promoted through discussion as children prepare food for snack or plant produce in the nursery garden. While there is a wealth of excellent outdoor learning opportunities, the manager and staff are keen to extend and enrich children's learning about the natural world.

Outcomes for children are outstanding

Routines are flexible, enabling children to engage in their own research to support sustained learning and develop new interests. Excellent attention provides them with audio, visual and sensory clues, helping them to make sense of their investigations. They enjoy educational expeditions, such as visiting a local restaurant after making pizzas for snack. The trip provided excellent, first-hand learning opportunities to experience real tools, meet chefs and learn about rolling and the traditions of throwing the dough.

Setting details

Unique reference number	221559
Local authority	Cambridgeshire
Inspection number	854583
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	24
Number of children on roll	39
Name of provider	Ditton Lodge Community Nursery Pre-School Committee
Date of previous inspection	17 March 2011
Telephone number	01638 613002

Ditton Lodge Community Nursery opened 1970 and is operated by a management committee. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above. The manager has early years professional Status and the deputy manager holds qualified teacher status. The nursery opens from Monday to Friday during term time. Sessions are from 8.40am to 3.10pm. The nursery provides funded early education for two-, three- and four-year-old children. They also provide support for a number of children who speak English as an additional language, disabled children and children with special educational needs.

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