

# Ditchingham Day Nursery

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



<b>Inspection date</b>	27 July 2017
Previous inspection date	9 January 2015

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

## Summary of key findings for parents

### This provision is good

- The manager and her team are reflective practitioners and evaluate all aspects of the nursery regularly. This includes gathering the views of parents and children. This helps staff to identify areas they can improve to continually benefit all children.
- Staff provide stimulating learning environments indoors and outside. Children of all ages build their confidence as they explore and make choices for themselves.
- Children are cared for in a welcoming environment by a friendly and caring staff team. They demonstrate that they are happy and enjoy their time at the nursery.
- Staff support children's literacy skills well. Children have regular access to a range of books and resources to stimulate their early reading and writing skills. This helps to prepare them well for their eventual move on to school.
- Children have daily opportunities for fresh air and exercise in the outdoor area, this helps to promote their good health and physical well-being. The forest school give children extensive opportunities to learn to recognise dangers and understand about boundaries. Staff fully consider all aspects so that children can take manageable risks in a safe and supported manner.

### It is not yet outstanding because:

- Staff do not gather enough detailed information from parents about children's capabilities at home when they first start at the nursery or when they move rooms.
- Children do not have enough opportunities to develop their growing independence.

## What the setting needs to do to improve further

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

- gather more detailed information from parents about what children know and can do when they start at the nursery and when they move between rooms
- give children more opportunities to do things for themselves.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Stringent policies are in place and followed by staff. All staff receive training updates, and are confident and knowledgeable about their individual responsibilities to keep children safe and protected from harm. Staff are fully aware of what to do should they have any concerns about children's welfare. The management team follow rigorous recruitment and induction procedures to help to ensure that all staff are suitable for their role. The manager monitors staff performance through regular supervisory meetings. Staff attend training courses to enhance their teaching practice and improve outcomes for children. The manager regularly monitors the progress of children's development. Effective strategies are in place to manage identified gaps in learning. The manager and staff spend additional funding effectively, such as the early years pupil premium to help to promote children's development.

### Quality of teaching, learning and assessment is good

Staff get to know the children well and talk confidently about their likes, dislikes, interests and stage of development. They plan appropriately for the next steps in children's learning. Staff are confident to carry through their findings into planning. Children make good progress in their learning and development. Staff interact well to support children to be motivated to play and learn. Babies have ample space to move around safely. They are inquisitive and actively explore their surroundings. For example, they investigate a board containing household objects. Staff get down to the children's level and join in with their play experiences. Older children learn about the world around them. They hunt for bugs under logs and eagerly watch as staff release hand-reared butterflies. Staff use opportunities to incorporate colours and mathematical language into children's play.

### Personal development, behaviour and welfare are good

Staff manage children's move from home to nursery and from one room to the next room well to meet the individual needs of children and parents. For example, they encourage parents to complete an 'All about me' booklet with photographs of family members. Staff use these photographs during the day to support children to settle. Children build secure emotional attachments with staff who are responsive to their needs. Babies and young children sleep or rest according to their needs. Parents hold staff in high regard and are happy with the service provided. Staff support children to follow good hygiene routines. Children behave well. Staff praise children as they recognise their efforts and achievements. This helps to raise their confidence and sense of self-esteem.

### Outcomes for children are good

Children make good progress. They develop many skills in readiness for the next stage in their learning, such as starting school. Children make friends and build relationships. They learn how to share and take turns. Children of all ages enjoy group activities. Babies and toddlers enjoy familiar songs and older children learn to listen to adults and each other. Children develop their personal care skills, relevant to their age and ability.

## Setting details

<b>Unique reference number</b>	EY437684
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1095181
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	41
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	The Benjamin Foundation
<b>Registered person unique reference number</b>	RP903125
<b>Date of previous inspection</b>	9 January 2015
<b>Telephone number</b>	01986 895091

Ditchingham Day Nursery registered in 2011. The nursery is one of three settings run by the Benjamin Foundation. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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