

Inspection date	12 July 2018
Previous inspection date	1 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 enthusiastic manager demonstrates her commitment to make continued improvements to the nursery provision and to staff practice. There are effective systems to monitor the performance of staff. The manager provides staff with individualised support and training to develop their skills, experience and knowledge.
- Children in the baby room bond well with staff. This supports children's confidence and independence skills. Staff effectively promote young children's language skills. They respond to babies' sounds and gestures and model words for them to hear and repeat.
- Staff work effectively in partnership with parents. They gather detailed information from parents on entry about children's achievements at home. Staff share their assessments of children's progress with parents to keep them fully involved in children's learning.
- Older children learn good social skills. They successfully learn to negotiate with their friends and know that they must wait for their turn when sharing resources.
- Children are physically active and enjoy playing in the fresh air. They develop their physical skills as they run, jump and climb. Babies enjoy exploring as they freely move around in the safe environment.

It is not yet outstanding because:

- Some children lose focus and concentration when they move from playing and learning activities to participating in daily routines.
- Staff do not place a high focus on enhancing older children's understanding and use of numbers during daily play opportunities.

What the setting needs to do to improve further

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

- enhance children's engagement and focus as they move between play and routines of the day to help maximise their learning
- extend older children's mathematical development and provide them with high-quality opportunities to count and use numbers during everyday play.

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 nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know the signs that may indicate a child is at risk of harm. Staff follow robust procedures so that they report their concerns quickly and to the appropriate person. The manager follows rigorous recruitment procedures. This ensures that only those suitable to work with children do so. New members of staff receive a thorough induction and quickly become familiar with the nursery's policies. Staff communicate well with each other and deploy themselves effectively. They consistently engage children in learning opportunities and supervise them closely to keep them safe. The manager works closely with other professionals. They share information with each other and benefit from each other's experience and specialism to meet children's specific needs. The manager monitors the effectiveness of the provision. She seeks the views of parents and staff to target improvements to benefit those children who attend.

Quality of teaching, learning and assessment is good

Staff know the children well. They complete regular observations of children's achievements. Staff check on children's ongoing progress, which helps them to plan for children's continued learning and to target any gaps in their development. Staff play alongside children to maintain their interest, generally. They ask questions to encourage children's thinking skills. Children respond to staff's questions showing creativity and imagination. Children learn equally well during independent play. They concentrate as they build objects that they later use in imaginative play. They make up stories and play collaboratively with their friends. Babies show good understanding as they follow staff's simple instructions. They independently access animal toys and learn the names of the animals and the noises they make as they begin to develop their language skills.

Personal development, behaviour and welfare are good

Staff encourage children to be independent. Older children become competent in self-care. Younger children freely choose what they want to do. Staff are good role models and teach children to be polite and kind to others. They praise children often to support their self-esteem. Staff support children's good health. They provide them with healthy balanced food to eat and encourage them to keep hydrated throughout the day. Children are confident and enjoy sharing stories about their life outside of the setting. Staff show that they are interested in children's life experiences. This helps children to feel valued. Parents comment that staff keep them fully informed about children's care routines and that they are confident that staff keep children safe.

Outcomes for children are good

Children make good progress from their starting points. They enjoy participating in a wide range of learning opportunities. Older children are inquisitive. They enjoy exploring and investigating with a wide range of resources. Younger children quickly become confident and develop their early communication skills. Staff prepare children well to take on the challenges in their future learning, such as school.

Setting details

Unique reference number	EY443815
Local authority	Suffolk
Inspection number	1140901
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 - 11
Total number of places	52
Number of children on roll	133
Name of registered person	Alpha Nurseries Ltd
Registered person unique reference number	RP900801
Date of previous inspection	1 August 2014
Telephone number	01473 725523

Spitfires Nursery registered in 2012. The nursery employs 16 members of childcare staff. Of these, 14 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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