

# Dizzys Day Nursery

24 Hollands Road, Haverhill, Suffolk CB9 8PR



<b>Inspection date</b>	14 August 2019
Previous inspection date	30 July 2015

<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
Effectiveness of 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

- Managers and staff demonstrate a highly successful drive to maintain their extremely high standards and continuously improve the provision for children. They seek and take into account the views of parents, children and others to help them to achieve this.
- Parents speak extremely highly of the provision and cannot praise staff and managers enough. They speak about feeling fully involved in their children's learning. Parents comment enthusiastically about the effective open sessions they are invited to. They state that they find these informative and beneficial.
- Children are extremely confident young people, who demonstrate that they feel safe and comfortable in the nursery provision. They approach staff for cuddles, share a joke with them and ask them to join in with their games. Staff enthusiastically accommodate their wishes and become actively involved in their play.
- Staff are extremely inventive and make excellent use of a wide range of natural and other materials to provide a highly stimulating and exciting learning environment, indoors and outdoors. For example, children have superb opportunities to explore and make potions with an exciting selection of ingredients and materials.
- Staff make excellent use of training to help them to develop their skills and understanding of different teaching approaches. They research new initiatives and use their new-found knowledge to enhance the learning opportunities for children. For example, since learning about an approach to children's development movement play, they have re-organised their spaces within the rooms to provide more opportunities for children to be physically active in a safe environment.
- Children develop an excellent understanding about keeping healthy and safe. They learn how to use a range of tools in their play and staff help them to assess any risks. For example, they cut real vegetables in the role play-area with knives and use the food in their play.

## What the setting needs to do to improve further

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

- continue to build on the already superb arrangements for staff professional development to raise their confidence even higher and enable them to share their expertise and knowledge with the wider staff team.

### 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 observed an adult-led activity and evaluated it with the deputy manager.
- The inspector held a number of discussions with the deputy manager, administrative assistant and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to at the inspection.

**Inspector**  
Lynn Hughes

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff regularly update their safeguarding knowledge through appropriate training courses, research, in-house training opportunities and staff meetings. Managers have robust recruitment procedures in place to help them to appoint suitable and well-qualified staff. They support unqualified staff effectively to work towards childcare qualifications. Extremely rigorous arrangements for the supervision of staff help managers to monitor all staff practice and identify any training needs. The management team is currently looking at ways to enhance this system to provide greater opportunities for staff to develop their confidence further. It is considering the different ways that staff can share their knowledge and skills with the wider team.

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

The quality of teaching is exemplary. Staff across the nursery support children's learning superbly and plan exciting and challenging activities to help them to make even more progress. Children are encouraged to explore, create and develop their own thinking from a very early age. They have constant access to creative and natural materials for use in craft activities, construction and role play. For example, the construction area in the pre-school room now contains photographs of well-known or interesting buildings. Staff use the photographs to encourage children to talk about what they look like, where they are and what they might be made from. Children use the photographs to build their replication of the building. For example, children build a model of London Bridge, expertly placing wooden bricks in appropriate places.

### Personal development, behaviour and welfare are outstanding

Children are extremely settled and content in the nursery. Staff expertly support children's emotional well-being. For example, when children move on to the next room, their key person supports them to visit the room frequently beforehand. They involve parents in this process, encouraging them to build a relationship with the new key person and staff in that room. Babies form very close and caring relationships with their carers. Key persons demonstrate robust knowledge of the babies' routines and needs. Older children enjoy making excellent use of the sports hall for physical games and den building. Children enjoy healthy and nutritious meals prepared and cooked on site by the lively and enthusiastic chef. The chef visits every room throughout the day and knows the children extremely well. She promotes their enjoyment in mealtimes by awarding an 'eater of the day' certificate to a child she sees eating well.

### Outcomes for children are outstanding

Children, including those with special educational needs and/or disabilities (SEND), make superb progress from their starting points. They are extremely ready for their next stage of learning, such as school. Children are articulate speakers and become engrossed in discussions with each other and with staff. They are beginning to write their own names and form recognisable letters in their writing. Children are extremely independent and guide almost all of their own play.

## Setting details

<b>Unique reference number</b>	EY233205
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10113136
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	63
<b>Number of children on roll</b>	173
<b>Name of registered person</b>	Dizzy's Day Nursery Limited
<b>Registered person unique reference number</b>	RP535249
<b>Date of previous inspection</b>	30 July 2015
<b>Telephone number</b>	01440 706246

Dizzys Day Nursery registered in 2002. The nursery employs 29 members of childcare staff, 26 of whom hold appropriate early years qualifications at level 2 or above. There are three members of staff who hold qualified teacher 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. The nursery supports children with SEND and those who speak English as an additional language.

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