

Inspection of Presmere Day Nursery

2 Potash Cottages, Pettistree, WOODBRIDGE, Suffolk IP13 0JB

Inspection date: 20 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children are very happy, confident and enjoy their time at nursery. They arrive eager to join in with activities and are keen to see their friends and staff. The good range of resources encourages children to use their imaginative skills and recall what they see and hear at home in their play. For example, they gently wrap up their 'babies' in blankets and explore the home corner to find cups and spoons, which they use to feed them. Children expertly cradle a play telephone between their ear and shoulder, mimicking adults deep in conversation, which helps to develop their communication and language skills.

Children have good opportunities to develop their physical skills and enjoy being in the fresh air. They run around outside and enjoy playing in the mud kitchen. Staff provide fresh herbs and flowers, such as lavender, which encourages children to develop an awareness of how different plants smell and use a range of senses in their play. Children use their good mark-making skills to record their recipes on the blackboard outside, which encourages early literacy skills. Children behave well. They share, take turns and listen carefully to instructions given by staff.

What does the early years setting do well and what does it need to do better?

- Staff build good partnerships with parents. They work alongside parents to find out what children know and what they need to learn next. Staff observe children and share this information with parents, along with relevant photographs, which helps them to support their children's learning further at home.
- Staff provide activities that interest and engage children. For example, dried porridge oats, bowls, spoons and teddy bears encourage children to explore simple mathematical concepts as they scoop up the dried oats and fill the porridge bowls for the bears. However, at times, staff miss opportunities to build on children's play in order to help extend their learning further.
- Children with special educational needs receive good support. Staff make use of additional funding to help children make progress in relation to their starting points. For example, pictorial resources encourage children to communicate their needs and make independent choices about their play.
- The manager and staff create areas in each room that provide somewhere for children to sit quietly, read a book or rest and possibly sleep. However, in both rooms, these areas are not inviting. For example, the choice of resources, such as the cushions, are a little tired and worn, which means that children do not make effective use of these areas.
- Babies show secure relationships with staff. They happily use their developing hand-to-eye coordination to try to catch soap bubbles blown by staff. They laugh, smile and babble away as the bubbles pop in their hands, waiting with anticipation for staff to blow more bubbles.

- Children make good progress. Staff skilfully plan activities to include the different ages of children in the pre-school room. For example, while playing a memory game, staff take time to ensure that the younger two-year-old children understand the rules and can identify the objects before they are hidden under the blanket. This helps children to learn from each other and for the older children to consider the needs of children younger than themselves.
- Staff have regular opportunities for supervision meetings and training to help develop their practice further. For example, they attend courses that help to develop their understanding of meeting children's needs, such as those with autism.
- Partnerships with other settings that children attend and school teachers help to provide good levels of continuity and care, particularly when children leave nursery to start school.

Safeguarding

The arrangements for safeguarding are effective.

The manager regularly updates all safeguarding policies and procedures to reflect changes in guidance. She makes good use of staff meetings to test staff's knowledge of current child protection matters. This helps them to be able to confidently identify a child who is at risk of harm and to be clear about reporting procedures. The manager has successfully addressed areas for improvement set at the last inspection and installed new security fencing to help keep children safe while on the premises.

What does the setting need to do to improve?

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

- make the most of all spontaneous opportunities to fully extend children's learning further
- review and develop 'cosy areas' to create a more inviting place for children to rest and relax.

Setting details

Unique reference number	251784
Local authority	Suffolk
Inspection number	10118202
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	23
Number of children on roll	42
Name of registered person	Hayward, Deborah Jane
Registered person unique reference number	RP905643
Telephone number	01728 747985
Date of previous inspection	16 July 2019

Information about this early years setting

Presmere Day Nursery registered in 1991. The nursery employs 10 members of childcare staff, of whom nine hold appropriate early years qualifications at level 3 or above, including one who holds a relevant early years degree. The nursery opens for 50 weeks of the year. It does not open on bank holidays and is closed for two weeks between Christmas and New Year. Sessions are from 8am until 6pm from Monday to Thursday and from 8am to 5.30pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Mann

Inspection activities

- The manager showed the inspector around the nursery and the outside environment.
- The inspector spoke to children, parents, staff and the manager at appropriate times throughout the inspection.
- The manager and inspector took part in a walk around the nursery and discussed how staff implement and monitor an effective educational programme for children.
- The inspector sampled relevant documentation, including evidence of staff's suitability and safeguarding policies.
- The deputy manager and inspector jointly observed a group activity and discussed the learning intentions for the children taking part.

We carried out this inspection 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.

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