

# Inspection of Rendlesham Day Nursery

162 Acer Road, Rendlesham, Woodbridge, Suffolk IP12 2GA

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Inspection date: 20 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children feel secure and happy as they busily play in this close-knit nursery. They enthusiastically get involved with the varied experiences on offer to them. For example, older children confidently explore real vegetables in their dedicated outdoor area, placing them and planting them in different places. Children make their own dough to shape and roll, and they paint and experiment with shredded newspapers and water. This builds their understanding of the world. Children's social skills grow, from an early age, as they begin to understand how to share and take turns.

Children have fun making marks in age-appropriate ways. Toddlers start to notice the marks they make as they play with dry, coloured rice in a tray. Older children draw and attempt to write on small whiteboards as they chat with their friends. This prepares children for their future learning as they develop their skills ready for writing.

Purposefully chosen activities, including music and dance sessions, give children variety to their days. Visits to the local residential home and forest help to give children a sense of their local community.

Young children and babies receive kind and sensitive care, which supports their well-being. They have lots of time playing actively in the well-designed outdoor areas with staff alongside them for support. This fosters their health and enjoyment.

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

- A very well-qualified, experienced and long-standing staff team places children at the centre of everything that it does. The staff's nurturing and understanding support helps children to develop strong bonds with them. This enhances children's sense of belonging. Parents are extremely happy with the care that children receive and sing staff's praises.
- The dedicated leadership team strives to offer high-quality care and learning for all children. It recognises the importance and value of the staff team. It works to create a very positive working environment. Recent enrichments to the facilities, including a dedicated staff room, have begun to have a positive impact on staff's well-being. Staff report that they feel excellently well supported by the manager.
- Staff provide stimulating and challenging activities based on their regular assessments of where children are in their learning and what they can achieve next. Staff focus on giving children high-quality sensory experiences indoors and out. Children become creative and imaginative as they play together.
- Staff's storytelling skills are exemplary. For example, during story time staff use

their gestures, facial expressions, tone and volume of voice to deliver a story full of suspense. Children are enthralled. They do not take their eyes from the staff member and the book. Staff also routinely sing songs and rhymes with children, who happily join in with the parts that they know. This means that children's early language and reading skills are well promoted.

- Parents are involved in all aspects of the nursery provision. For example, leaders consult with parents when they consider changing the menu to make it more environmentally sustainable. Staff involve parents in their children's learning in many ways. For example, they speak with them daily and use an online system to share photographs and observations of children's learning. Staff invite parents to share what children have been doing at home, for example, by asking for photographs of children enjoying reading with family.
- Children with special educational needs and/or disabilities receive additional attention and well-focused support which ensures that they make progress in their learning. Staff carefully review their individual plans and work in close partnership with families and other professionals. Where children have additional medical needs, their safety and well-being are assured, as staff diligently ensure that they follow their health plans.
- The monitoring of staff's practice is not fully effective in identifying where they do not always follow some aspects of the challenging curriculum. Consequently, staff miss some opportunities to help children to secure the best possible outcomes. For example, during busier times of the day, staff do not always promote children's independence, even though this is part of how leaders intend to support children's development.

## Safeguarding

The arrangements for safeguarding are effective.

In addition to regular training courses, leaders and managers use several creative strategies to help staff increase and retain their knowledge of how to keep children safe. For example, they hold a 'pass the parcel' game at a staff meeting, where each layer has a question to test staff's knowledge and encourage discussion about how to ensure the safety and well-being of children. Staff know what to do in the event that there are concerns about the safety and/or well-being of a child. Leaders and managers follow a suitable recruitment and induction programme to ensure the suitability of new staff.

## What does the setting need to do to improve?

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

- monitor staff's practice more closely to identify where to support them to develop their knowledge and skills to deliver the challenging curriculum.

## Setting details

<b>Unique reference number</b>	EY300980
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10113019
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	49
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Detapak Ltd
<b>Registered person unique reference number</b>	RP525160
<b>Telephone number</b>	01394 420581
<b>Date of previous inspection</b>	8 January 2015

## Information about this early years setting

Rendlesham Day Nursery registered in 2005. The nursery employs 17 members of childcare staff. Of these, all hold appropriate early years qualifications from level 2 to level 7. The nursery opens from 8am until 6pm on Monday to Friday, for 51 weeks a year, and it is closed on bank holidays. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Hipperson

## Inspection activities

- The inspector observed the quality of interactions between staff and children and evaluated the impact that this has on children's learning and development.
- The inspector carried out a learning walk with the manager, and discussed how leaders, managers and staff decide what experiences to provide for children.
- The inspector looked at evidence of the suitability of staff members. First-aid training certificates were viewed.
- The inspector held joint discussions with the current manager, a returning manager and the provider.
- The inspector spoke with staff and children at appropriate times during the inspection. The inspector evaluated the experiences of children.
- The inspector spoke with a small number of parents, and read some additional written parental feedback, and considered their views about the setting.

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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