

# Inspection of Dilly's Daycare

151 Dale Hall Lane, Ipswich, Suffolk IP1 4LX

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Inspection date: 28 July 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children come into the setting happily and are greeted by friendly staff. They eagerly join in with the broad selection of activities on offer. Staff think carefully about how they can build on what children already know. They make sure new skills are fully embedded before moving on. For instance, children remember all the ingredients needed to make play dough and know when one is missing as they have made this before. Children relish adults' attention. Staff pretend to be a crocodile and chase the children who squeal with delight. Staff skilfully notice when children start to lose interest and move on. This helps them to fully support children's enjoyment and concentration.

Children enjoy regular time playing and learning outside. They explore the local park and learn to manage risks when running up and down the hills. Children have the opportunity to watch and identify the wildlife. They learn about their habitats. Children quietly watch in wonder as squirrels feed and run up trees.

Children behave very well. They display kindness to each other and think of their feelings. For example, older children share their play dough with their friends and hold younger children's hands as they walk. Children are continually praised for their efforts and achievements, helping to raise their self-esteem and confidence. They show increasing independence as they have adapted to changes in the setting during the COVID-19 (coronavirus) pandemic, including leaving their parents at the door and going into the setting with their key person.

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

- Staff give high priority to the safety and emotional well-being of the children. Children make links with their own experiences when one of the setting's guinea pigs dies. Staff sensitively tell the children, supporting their understanding of bereavement through gentle conversation and books. Children's physical health is well promoted. Staff provide opportunities for children to take and manage risks as they learn to balance on steppingstones and run around.
- Staff support children's speech and communication skills and know what to do should they have concerns. They give a running commentary to the children as they play to support language development. During activities, staff continually talk to children, adding in new words, such as 'antenna', and asking them questions. However, sometimes, there is little time between questions for children to think and respond.
- Children are given notice of how much longer they have until they move to the next activity. This supports children's learning and enjoyment and allows them to finish their play, as well as the knowledge of what is coming next.
- Parents highly praise the 'kind and supportive' staff team. They talk about the

variety of activities and experiences their children enjoy at the setting. Parents report feeling well informed about their children's progress and particularly enjoy seeing pictures shared through secure social media. Parents appreciate that the children celebrate special occasions and festivals. Children enjoy bringing their work home to share with them, such as Diwali tea lights. Children also talk about which friends' birthdays are coming up next.

- Staff gather information from parents regarding their children's starting points. They know where the children are in their learning and set clear targets for what they want them to learn next. Staff identify children eligible for additional funding and set priorities that are based around the child's interests and individual learning needs. Children make good progress. Staff have high expectations of all children and understand how to help them progress.
- Staff benefit from an effective programme of supervision. The manager observes her staff and gives feedback on their performance. This helps them to continue to develop their knowledge and skills. The manager coaches less experienced staff to help improve the quality of their practice. Staff's well-being is given high priority by the manager. Staff report feeling well supported.
- Children are motivated learners who join in enthusiastically and have confidence to have a go. For example, staff call out loudly under a bridge when walking to the park and encourage the children join in. Children beam with delight as they hear the echo of their voices and comment that they sound funny. Staff take the opportunity to introduce the word 'echo' and what it means.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is rooted in the heart of this setting. There is an identified safeguarding lead to take responsibility for coordinating safeguarding concerns. All staff have completed training in child protection and have a good awareness of their safeguarding responsibilities. They have a good awareness of the indicators of abuse and know how to report concerns. Risk assessments are embedded in practice. Staff are well deployed, to ensure children can play, freely explore and take appropriate risks. The management team has effective recruitment processes in place to ensure that those working with children are safe to do so.

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

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

- support staff to give children the time they need to think and respond to questions.

## Setting details

<b>Unique reference number</b>	EY558666
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10194087
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Last, Steven Paul
<b>Registered person unique reference number</b>	RP548508
<b>Telephone number</b>	01473 226656
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Dilly's Daycare registered in 2018. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level two and above. The setting opens from Monday to Friday for 49 weeks per year. Sessions are from 8am until 4pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Shelly McDougall

## Inspection activities

- This was the first routine inspection the provider received since the COVID- 19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that in to account in her evaluation of the provider.
- The inspector and the manager completed a tour of the setting to understand how the early years provision and the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning, support plans and other records.

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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