

Inspection of Hunnitots Day Nursery

Ipswich Hospital NHS Trust, Heath Road, Ipswich, Suffolk IP4 5PD

Inspection date: 10 September 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have a secure bond with their key person. Staff ensure that they have a good understanding of children's individual routines and follow these well to help maintain continuity in their care. Babies' needs are responded to swiftly by nurturing staff. For example, when they are tired or upset, staff provide cuddles and gentle words to soothe them. Children are supported well to manage their feelings. Staff give clear instructions and children know what is expected from them. Children receive consistent praise for their efforts, achievements and positive behaviours. As a result, their behaviour is good. Children are familiar with the routines of the day. Pre-school children willingly help staff to tidy up before snack time. Toddlers enthusiastically join in with an action song and jump up and down as the staff member sings. Once the song has finished, children know to line up ready to be counted before going outside to play.

Older children enjoy listening to familiar stories. They are confident to answer questions that staff ask. Children recall memorable events in their past, such as a recent fire drill, a fire engine in the car park and an ice cream that melted. Staff engage well with children's interests and knowledge. Babies express delight as they investigate items in the water tray that staff have placed on the floor. They splash with their hands and feet, pour water from one container to another and explore real flowers. Staff support the babies well and add words such as 'flower' and 'petal'.

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

- There is an effective programme of supervision for all staff to manage their performance. Senior staff closely monitor staff's practice and support them in their role. Staff are encouraged to attend further training to help enhance their knowledge. They share that they are well supported within their rooms.
- Staff work hard, particularly during the COVID-19 (coronavirus) pandemic, to support children's emotional stability and well-being. As parents are not currently able to go into the nursery, staff ensure that they work closely with parents to share relevant information about their child.
- Children develop their confidence. They are keen to approach the inspectors to share their experiences and what they know. Children are eager to talk about what they have made. For example, they discuss making 'snowballs' with the dough and 'squashing them flat'. Staff are positive role models. They are calm and gentle when speaking to the children. Staff encourage children to take turns, share and play cooperatively with their peers. Children develop friendships and show kindness towards each other.
- Partnerships with parents and carers are strong. Parents express their thoughts and comment very positively on their children's experiences in the nursery. They

value the information that staff share about their child's day.

- Staff fully support children when they first start at the nursery and when moving between rooms. They involve parents in these transitions to ensure that children feel reassured and supported. Staff listen to parents' wishes and work closely with them to meet their children's needs.
- Children have many opportunities to listen to stories and rhymes. Younger children independently choose age-appropriate books and take them to staff. They keenly point to the pictures in the book, and staff name the different objects. This helps to support young children's growing vocabulary.
- Staff provide activities around children's interests. However, some staff do not focus precisely enough on what it is they want children to learn from these experiences. This means that children gain limited new knowledge from the activities.
- Pre-school children listen and respond well to staff's instructions. They are given notice of when activities need to change. This supports children's enjoyment of activities and completing them to their satisfaction.
- Staff do not consistently encourage all children to complete tasks for themselves. At times, staff step in too quickly. For instance, when staff notice that children have their shoes on the wrong feet, they immediately swap them over. This limits opportunities for children to develop their independence.
- Staff notice when a child may need extra support with their learning. The special educational needs and disabilities coordinator works closely with staff to ensure that they provide suitable activities for these children. Early years pupil premium funding is spent well to enhance individual children's development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good awareness of their safeguarding responsibilities and understand their duty to keep children safe and protected from harm. All staff complete training in child protection to ensure that they recognise the signs and symptoms of abuse and know what to do if they have concerns. There are designated safeguarding leads to take responsibility for coordinating concerns and ensuring that they are reported in an appropriate and timely way. Posters are displayed around the nursery to remind staff who they should contact if they have a concern about a child's welfare.

What does the setting need to do to improve?

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

- help staff to build on their understanding of the curriculum so that they are aware of the specific learning intentions for children and closely link their teaching to these

- support staff to encourage children to try simple tasks for themselves to promote children's independence and extend their competence in self-care.

Setting details

Unique reference number	251761
Local authority	Suffolk
Inspection number	10206662
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 at time of inspection	0 to 4
Total number of places	138
Number of children on roll	111
Name of registered person	East Suffolk & North Essex NHS Foundation Trust
Registered person unique reference number	RP904938
Telephone number	01473 704514
Date of previous inspection	11 October 2016

Information about this early years setting

Hunnitots Day Nursery registered in 1992. The nursery employs 25 members of childcare staff, all of whom hold appropriate early years qualifications. The nursery opens from Monday to Friday all year round, except for bank holidays and one week over the Christmas period. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Karen Harris
Diane Middleton

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the nursery.
- The room leaders and the inspectors had a tour of the nursery and discussed how the early years provision and the curriculum are organised.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- Joint observations were carried out with the room leaders and the inspectors.
- Parents shared their views of the nursery with an inspector in discussion and the inspectors took account of these views.
- Children and staff spoke to the inspectors at appropriate times throughout the inspection.
- The manager, provider and an inspector held a meeting together through a video call. The inspector looked at a sample of documents, including evidence of staff's qualifications, training and suitability.

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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