

# Inspection of The Saplings (Martlesham Heath)

2 The Square, Martlesham Heath, IPSWICH IP5 3SL

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Inspection date:

17 February 2022

<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

Good

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

### The provision is good

Children thoroughly enjoy their time at this stimulating and friendly setting. Children show that they feel relaxed and confident as they swiftly become deeply involved in their chosen activities. Babies babble happily as staff chat to them at mealtimes. Their drive to communicate is well supported, as staff respond swiftly to their cues and add words to their play. Children express their thoughts and ideas, knowing that they will be listened to. They confidently greet visitors, introducing themselves and their friends by their full names.

Staff have high standards for children's good behaviour. Children play cooperatively and are thoroughly polite and kind. When children interrupt each other's play, they clearly and calmly tell them to stop without needing adult support. Staff know all the children as individuals. They have high expectations for all children, including those with special educational needs and/or disabilities (SEND). Children make good progress in their learning. Since the COVID-19 pandemic, handovers of children from parents to staff happen at the entrance of the setting. Staff have increased the range of electronic communication and encourage parents to contact them if they are worried about their child settling. Parents say that these methods are very successful at supporting them and their children to feel safe and settled.

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

- The manager is highly supportive of her staff team. Staff undertake a range of training that helps to develop their knowledge and skills. For example, staff working with children with SEND attend courses to learn how to support specific children and their families. Apprentices are encouraged to share and try out their ideas for activities. Staff report feeling happy and valued.
- Staff work closely with all of those involved in the children's care and education. They actively seek input from health visitors and other professionals and use this to plan for children's next steps in learning. This shared approach ensures that children build on previous learning. Additional funding for children is well targeted and monitored. This results in improved outcomes for children.
- Children benefit from a wide range of experiences across all of the areas of learning. They have plenty of opportunities to practise their early drawing and writing skills. Staff teach early mathematical concepts, such as counting and measuring through daily interactions. Children happily engage in the range of activities on offer, both independently and with the support of staff. They learn to be self-motivated learners.
- Staff extend children's ideas and plan activities to encourage children to speak and listen carefully. During a cooking activity, staff support children to remember the ingredients they have used. They gleefully recount how they have made their flapjacks and discuss which fruit they will eat it with at teatime.

Children politely wait for their friends to have their turn at both speaking and stirring the mixture. They learn social skills that will support their future development.

- Books are available in all areas of the setting and are placed to extend children's engagement in activities. Books about woodland creatures are placed so children can look at them when investigating the nature corner. Staff and the volunteer read to the children with animation. Children develop a love of stories.
- Staff plan to develop children's independent skills, such as putting on their own coats. However, this approach is not consistent, as staff sometimes step in too soon to help children. This means that the intended curriculum for developing children's independence is not implemented to the highest possible level.
- Staff gather useful information about children's additional languages and some information about their cultural backgrounds when they start. However, this information is not fully utilised to enhance children's learning. Although staff support children's drive to communicate well by their close attention, they lack the confidence to work with parents to value and celebrate children's diverse languages and cultures.
- Children make regular trips to the local woodland to explore nature and play in the delightful outdoor area. Babies practise their emerging skills in the indoor activity centre. Children have plentiful opportunities to develop their physical skills.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff demonstrate a good knowledge of safeguarding. They regularly refresh their training and know the signs that a child may be at risk from abuse or neglect. They understand the signs that children might be at risk from wider safeguarding concerns, such as radicalisation or grooming. Staff are trained to understand the provider's safeguarding policies and procedures through robust induction procedures and regular supervision. They know how to report any concerns, including allegations against those working with children. The manager makes regular checks to ensure staff's continued suitability to work with children.

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

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

- monitor and support staff further, to identify ways to improve the consistency of the curriculum for developing children's independence skills
- support staff so that they are confident to fully utilise the information gathered about children's cultures and the other languages children hear and speak at home, to provide richer experiences for children to celebrate what makes them unique.

## Setting details

<b>Unique reference number</b>	EY430918
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10074846
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	The Saplings (Martlesham Heath)
<b>Registered person unique reference number</b>	RP530819
<b>Telephone number</b>	01473 614753
<b>Date of previous inspection</b>	10 February 2016

## Information about this early years setting

The Saplings (Martlesham Heath) registered in 2011. The setting employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The setting also runs a before- and after-school club, and a holiday club. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Terrie Simpson

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of activities with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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