

Inspection of Ipswich Private Kindergarten Limited

901 Woodbridge Road, Ipswich, Suffolk IP4 4NX

Inspection date: 23 May 2022

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 good sense of belonging. They demonstrate close relationships with staff as they happily enter the nursery. Children are happy and enjoy greeting their friends when they arrive. They communicate well. Young children use gestures and sounds, which staff are alert and responsive to. Older children speak well, using a wide range of vocabulary to express themselves. Children are confident and welcome visitors into their nursery. They are curious about what they are doing and happily ask questions to gain information. They behave very well, listening to the staff when they ask them to help to tidy away the toys. Children are very affectionate towards their key staff, especially when they need some reassurance, and they seek cuddles. Their emotional development is well supported. Children are encouraged to use their words when they get upset to help them regulate their behaviour and explain what they need.

Children make choices about how to spend their day. They are motivated to explore and learn and self-select from resources. Babies marvel as they explore shaving foam, intrigued by the texture. Each room has its own outdoor space, specifically resourced for their children. Children are visibly excited when they are in the gardens. The sand pit is popular with children. They enjoy using diggers and their imaginations. There are opportunities in each space for children to practise climbing as well as developing their fine motor skills by mark making. Older children are growing sunflowers and enjoy watering them and watching them grow.

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

- Staff know the children and their families very well, which supports children when they talk about their home life. All staff focus on communication. Staff engage in role play and skilfully extend children's games by bringing in new concepts and words. For example, a member of staff asks the children what flavour their noodles are. When children do not understand, he explains 'flavour' means 'taste' and gives them examples.
- At group times, however, staff do not focus on the areas of learning that will make the most difference to children's ongoing development. For example, the focus is on phonics and colours rather than encouraging children to engage in lengthy conversations to allow them to test their growing vocabulary. Children excitedly join in with familiar songs and actions. They love stories and especially engage when staff excitingly bring them to life, such as using play dough to make the different insects in the book.
- Staff consider children's independence as they place water stations in each of the nursery rooms and outdoors, so that children can independently wash their hands. Staff remind them of germs and the importance of keeping clean.

Children have good table manners and learn to use utensils when eating their healthy meals. The older children enjoy racing around on their bikes on the outdoor track. If sharing becomes difficult, staff effectively use a sand timer to help children to patiently wait their turn.

- Staff support children to engage in a mathematical game. Children visibly have fun playing the game that involves sorting different coloured bears into colour groups. They laugh as they try to beat the timer. Children count and compare who has the most, showing their mathematical knowledge. During their play, children independently count and use mathematical words, such as 'long' and 'short'.
- Children's imaginations are enhanced through the nursery's resources. A group of children creatively engage in the mud kitchen. They work collaboratively to fill their watering cans and mix the water with the soil until the mud is the right consistency. They enjoy putting their hands in it to explore the texture, talking about eating the cakes they make, laughing as their hands are covered in mud.
- Children with special educational needs and/or disabilities are well supported by staff. They are attentive and work well with parents to support them. Parents speak highly of the nursery, commenting about how happy their children are. Parents are well informed about their child's day. Managers are strong leaders and spend time in the rooms observing and working alongside their staff, which helps them to focus the support staff may need. Staff are reflective and aim to improve their practice through conversations with their peers and managers. Staff play an active role in their development and identify training of interest to keep themselves up to date.

Safeguarding

The arrangements for safeguarding are effective.

Staff's safeguarding knowledge is strong. The majority of staff have completed child protection training. All staff can confidently identify the signs of potential abuse and neglect. They are aware of the wider safeguarding concerns and alert to them. The setting's procedures are evident. Each room has signs reminding staff of the numbers to contact should they need to make a referral. General safety is important. For example, there are gates to prevent access to corridors and stairs to ensure that children are accompanied by an adult.

What does the setting need to do to improve?

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

- ensure that group times are focused on what will make the most difference to children's learning and development.

Setting details

Unique reference number	251762
Local authority	Suffolk
Inspection number	10219426
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	96
Number of children on roll	165
Name of registered person	Ipswich Private Kindergarten Limited
Registered person unique reference number	RP519114
Telephone number	01473 406140
Date of previous inspection	3 August 2016

Information about this early years setting

Ipswich Private Kindergarten Limited registered in 1998. The kindergarten employs 26 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 or above, including one with early years professional status. Two members of staff are undertaking a level 2 qualification. The kindergarten opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emily Holt

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 provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The provider and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children during the inspection.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The provider and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.

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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