

Inspection of Pitstop Nursery

32a, Hall Farm Road, Melton, Suffolk IP12 1PJ

Inspection date: 10 January 2023

Overall effectiveness	Good
------------------------------	-------------

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 are greeted by warm and welcoming staff to this homely nursery. Staff know their children well and plan suitability to meet their needs so they benefit from meaningful learning. The manager has developed a curriculum that focuses on promoting children's communication, imagination and independence. For example, children from a young age learn about the importance of self-care and independently use small nail brushes to wash their hands. The nursery strives to ensure all children develop a love for learning, both indoors and outdoors, and develop their self-confidence to make independent choices in learning.

Children generally behave well and are supported by staff to manage any conflicts that arise. Children are keen to learn, and show high levels of fascination and interest in activities. They show satisfaction using tweezers to scoop objects out of messy-play activities and enjoy being praised by attentive staff. A strong key-person and buddy system is in place, to ensure that all children feel happy and safe during their time at the nursery. Activities are well sequenced to help children learn and build on previous learning. Pre-school children enjoy using play dough to create and discuss different fruits and vegetables and recall previous learning from a planting activity.

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

- Children are provided with new, exciting experiences to broaden their knowledge of their local community and allow them to contribute positively to society. For example, older children enjoy the benefit of weekly trips to the forest to explore the natural environment around them.
- Staff continuously talk to children about respecting their environment and ways to promote sustainability. For example, staff talk to older children about the importance of not wasting water by leaving taps on. This provides children with awareness of their own role in looking after the world around them.
- The nursery place significant focus on promoting children's communication skills. Knowledgeable staff confidently introduce new language and vocabulary, such as 'spiky', to young children when talking about different fruits and vegetables. However, staff do not consistently give children enough time to respond to questions asked. This means that not all children are able share their own thoughts or ideas during activities.
- Staff are proactive in seeking support for individual children and attend relevant training, to ensure that all children receive the best start to their early education. Staff have good knowledge regarding their children and will confidently discuss their progress and next steps in learning.
- Staff show a good understanding of how they find out what experiences children bring into the nursery. They use this information effectively to identify how they

can extend on the child's current knowledge by creating appropriate next steps. Staff support children's interests and use this to build on what they already know and can do. However, staff do not always ensure that teaching during group activities is appropriate for all children participating. Consequently, some children do not fully benefit from the learning experience provided.

- Managers and staff build strong relationships with families and gather information on what children know and can do. They establish effective communication with parents and carers to inform them of their children's learning and progress and ensure consistency. Parents state that staff are caring and compassionate and children feel happy and settled in their care.
- Staff report they feel incredibly well supported by leaders and managers. Staff are provided with regular opportunities to discuss their own role and leaders feed back ways to improve on the already good practice.
- Leaders and managers made appropriate precautions to keep themselves and children safe during the pandemic. They are aware of the needs of families who attend their provision and offered innovative methods of support to them during this time. The manager is aware of the impact of COVID-19 pandemic on their children's development and staff have worked hard to ensure these children receive appropriate support and make progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of how to keep children safe from harm and confidently discuss indicators of abuse. They are aware of their responsibility to raise concerns about the conduct of colleagues. Staff show good understanding in the importance of monitoring children's attendance and working in partnership with parents. As a result, they are confident in the signs in which children may display when being radicalised. The newly appointed manager ensures that all staff are suitable for their role and understand their responsibilities for keeping children safe. This is discussed regularly at supervision meetings.

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 provide consistent opportunities for children to develop their communication and language skills, and allow them to share their own ideas and thoughts
- consider more closely how to adapt group activities, to ensure that all children can fully engage and benefit from the learning opportunities provided.

Setting details

Unique reference number	EY424658
Local authority	Suffolk
Inspection number	10235530
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	11
Number of children on roll	10
Name of registered person	Pitstop Out of School Club Community Interest Company
Registered person unique reference number	RP909957
Telephone number	07732681125
Date of previous inspection	28 February 2017

Information about this early years setting

Pitstop Nursery registered in 2011. It employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The nursery operates on Monday, Tuesday and Friday, during term time only. Sessions are from 8am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children. It also provides wraparound care for children from a number of local primary schools, Monday to Friday, from 3pm until 6pm, which nursery children can also attend.

Information about this inspection

Inspector
Holly Todd

Inspection activities

- This was the first routine inspection the nursery 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 their children to learn.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out joint observations during group activities.
- Staff spoke to the inspector during the inspection.
- Parents shared their views of the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023