

Inspection of Dizzys Day Nursery

24 Hollands Road, Haverhill, Suffolk CB9 8PR

Inspection date: 17 July 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish and thrive at this welcoming nursery. As soon as children arrive, they are immersed in opportunities that inspire them to investigate, explore and learn. Children decide where to play, inside or outside, choosing from a range of experiences on offer. They spend time readily transporting items from one area to another. For example, children take play dough into their role play to extend their learning through using their imagination.

Children thoroughly enjoy their time at the nursery. Staff link well-known songs to children's play as they eagerly join in with the words and actions. Children form strong and trusting bonds with their key person and other children. Staff are excellent role models and children benefit from their nurturing, caring approach. This has a positive impact on children's emotional well-being.

Children have a wealth of opportunities to develop their physical skills. Crawling babies have free-flow access to the garden and join staff as they discover ladybirds in the soil. Toddlers delight as they move up and down the steep slopes in the garden. Staff maximise children's learning through high-quality and timely interactions. For example, when children wish to roll large tyres, staff support the children to learn to risk assess their own play as they look for hazards together. This supports children's growing understanding of how to keep themselves safe.

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

- The manager has a robust understanding of child development and a passion for providing a provision where everyone feels included. The manager and staff establish a well-planned curriculum that focuses on supporting children to develop social skills, confidence and resilience through positive experiences. This helps to prepare children for the next stage in their learning.
- The manager and staff have high expectations for what children can achieve. They provide an extremely inclusive environment where children can explore, play and learn. When they identify children with emerging gaps in their learning, they provide individual and small-group sessions to focus on children's individual learning needs. This has enabled all children to make significant progress in their learning and development since starting at the nursery.
- Children show genuine care and consideration for others and demonstrate advanced social skills. For instance, when children notice their friends are struggling with strong feelings, they place a hand on their tummy to help calm and soothe them. Other children politely ask staff to help less confident children to put on dressing-up clothes so they can join in with their play. As a result, children are kind and courteous to their friends.
- Staff create an environment that encourages children to be confident speakers.

For instance, they comment on what children are doing, linking words to their actions. For example, as toddlers use play dough, staff sing songs and describe actions such as 'squeeze', 'poke' and 'roll' as they play. Staff consistently use Makaton and visual lanyards to communicate with children who have special educational needs and/or disabilities, to help support their understanding during the day.

- Children are curious learners. Staff provide a range of natural resources and allow children the space to explore and experiment to stimulate their thinking. For example, children experiment with moving items down some guttering. They test out their ideas and take time to consolidate what they have learned. As a result, children display excellent attitudes to learning and are confident to think for themselves.
- Partnerships with parents are especially strong and have a positive impact on children's learning and development. Parents report seeing significant progress in their children's development. Parents value the personalised and detailed feedback they receive on their child's activities and progress. They state this helps them to know what their child is doing and how they can best support the child's learning at home. Parents express that the nursery is the 'second family' for their children.
- The manager is extremely committed to ensuring that staff receive ongoing professional development to strive for continuous improvement. She is acutely aware of staff's different learning styles and uses a variety of methods to support their growing knowledge and skills. For example, she provides a wealth of resources to staff in different formats, such as podcasts and written literature. As a result, staff are motivated to constantly evolve and give children the best possible start in life.

Safeguarding

The arrangements for safeguarding are effective.

The manager has robust systems in place to ensure all children are safeguarded. Staff complete regular training in child protection and understand their roles and responsibilities in safeguarding the children in their care. They have a good awareness of the indicators of abuse and know how to report concerns. Risk assessments are embedded in their practice. Staff are well deployed to ensure children can play, freely explore and take appropriate risks. Robust recruitment procedures are in place to ensure that those working with children are suitable to do so.

Setting details

Unique reference number	EY233205
Local authority	Suffolk
Inspection number	10300700
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	96
Number of children on roll	113
Name of registered person	Dizzy's Day Nursery Limited
Registered person unique reference number	RP535249
Telephone number	01440 706246
Date of previous inspection	14 August 2019

Information about this early years setting

Dizzys Day Nursery registered in 2002. The nursery employs 28 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 or above. There are two members of staff who hold qualified teacher status. The nursery opens from Monday to Friday throughout the year, from 7.15am until 6.15pm. The nursery 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 nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager provided the inspector with a sample of key documentation on request.

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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