

Inspection of Woodbridge Day Nursery

2 Newnham Avenue, Woodbridge IP12 4EN

Inspection date: 12 October 2023

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 are happy, and they thrive in this stimulating and welcoming environment. Staff are friendly and caring. Children have lovely relationships with the staff and feel safe and secure. Babies contentedly nuzzle up to staff as they drink milk from their bottles. Older children confidently enter the nursery. They explore their surroundings and seek out their friends to share their play. Staff have high expectations for children's behaviour. They are excellent role models and their consistent approach to managing behaviour ensures that children feel valued and listened to. Children behave well and have good attitudes to learning.

Children benefit from a well-planned curriculum that follows their individual needs and interests. Staff use effective questioning techniques to encourage children to think and problem solve. Children look in awe as they pour mud into the water tray. Staff ask, 'What has happened to the water?' Children tell staff, 'It's dirty' and that they cannot see the bottom of the tray. As a result of this, children are becoming active learners. Babies enjoy playing with puzzles and snuggling up with a staff member while they share a book. Children have a fantastic time engaging in role play in the home corner. They cooperatively play together and make cups of tea for the staff, building on their imaginative skills and social interaction.

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

- There is a strong focus on supporting children's communication and language development. Staff model language and repeat words back so that children hear the correct pronunciation. They ask questions to encourage children to think deeply and share their knowledge. For example, staff ask children, 'What ingredients do you need when making play dough?' Children say 'flour'. They tell the staff, 'The oil looks like honey' and 'lemon soap'. They learn new vocabulary, such as 'squidgy' and 'cinnamon'.
- Children with special educational needs and/or disabilities are well supported. The special educational needs coordinator is effective in her role. She works closely with parents and professionals to provide children with the additional help and support they need. As a result, children are making good progress in their development. Additional funding is used effectively to support children's individual needs, such as through books to support their emotional and social development and one-to-one support.
- The manager and the staff promote independence. They encourage children to lead their own play and explorations. Staff teach children to manage self-help tasks for themselves. For example, they pour their drinks, put on their coats and shoes and wipe their noses. Children laugh and giggle as they splash around in the water and tell staff, 'I am wet and need dry clothes please.' Children have a 'can-do' attitude as they persevere to change their clothes. They seek out an

adult if needed.

- Overall, the curriculum is ambitious and well sequenced and all children make good progress from their starting points. For example, staff support babies to build core strength as they become mobile. Staff encourage children's numeracy skills. Children confidently use mathematical language during their play and learn about shapes. However, at other times, staff do not show enough rigor in their planning and teaching of activities to enable children to achieve as much new learning as they can from the experiences on offer.
- Children enjoy singing number and rhyme songs. There is a buzz of excitement as the children sing their favourite song, 'Five little men in a flying saucer'. Staff promote children's early mathematical awareness effectively. Children count how many people have flown away and predict how many are left. They call out 'two'. Staff introduce mathematical language, such as 'full', 'empty' and 'half full', as children measure out the flour when making play dough.
- Partnership working with parents is strong. They comment they feel blessed to have such dedicated staff who are nurturing and caring and look after their children. Parents state it is a 'magical nursery' where children thrive. They comment the care and education they feel their children receive from staff is outstanding. Parents state there is a clear handover and open communication at all times.
- The manager is passionate about providing the highest quality care and learning for the children. She encourages and supports staff to undertake additional training to enhance their skills. The manager places a high value on the staff's well-being. Staff report feeling valued and encouraged.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure understanding of how to safeguard children. They know how to respond if they have concerns about the welfare of a child. Staff have a good understanding of the possible signs that may indicate a child is at risk of harm or experiencing abuse. They access regular training to keep their knowledge refreshed. Staff are aware of the whistle-blowing policy and know what to do if they become concerned about the behaviour of a colleague.

What does the setting need to do to improve?

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

- support staff to make the most effective use of all learning opportunities so that children can make the best progress possible.

Setting details

Unique reference number	EY495759
Local authority	Suffolk
Inspection number	10301042
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 7
Total number of places	30
Number of children on roll	51
Name of registered person	Woodbridge Day Nursery Ltd
Registered person unique reference number	RP535047
Telephone number	01394 610114
Date of previous inspection	23 January 2018

Information about this early years setting

Woodbridge Day Nursery registered in 2021. It is situated in Woodbridge, Suffolk. The nursery employs 14 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, 51 weeks a year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Diane Middleton

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- 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, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the staff and the children.
- Discussions were held between the staff and the inspector to establish their understanding of how to safeguard the children in their care.
- Parents shared their views of the setting with the inspector through written testimonials, and the inspector took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.

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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