

# Inspection of Otley Under Fives Centre

Otley Primary School, Chapel Road, Otley, Ipswich, Suffolk IP6 9NT

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Inspection date: 4 October 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Staff prioritise forming strong relationships with children and families, which helps the children to settle into the nursery. When each child arrives, they are warmly greeted at the door by their key person. Staff are affectionate towards the children and give them the reassuring hugs they need. Babies have their own dedicated area, but can join the older children at key times during the day. Children greatly enjoy being physically active and have many opportunities to do so indoors and outside. Staff encourage babies who are not yet walking to stand and hold onto the well-positioned furniture. The nursery adopts a 'no shoe' policy to consider the needs of the crawling babies.

Staff have high expectations for children's behaviour. The nursery currently has a young cohort of children who are learning to share and take turns. Staff support them well by being consistent in their strategies to help children regulate their emotions. Staff provide a calm area with 'fidget' toys and books. They invest the time to talk to children about emotions, which help children to acknowledge theirs. Children have a sense of belonging at the nursery as they take part in the daily routine. They take pride in finding their peg and know to put their pictures in their drawer ready to go home.

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

- The nursery has a clear vision for children. Their curriculum focus is to support children's emotional development and independence. The environment has been thoughtfully presented to allow children to make choices without always needing adult support. Many resources have a photo of the item underneath to help children know where to tidy it once they finish playing. Staff regularly praise children, building their self-esteem and confidence.
- Staff are clear about what they intend children to learn and the purpose of their activities. However, staff do not always seize every opportunity to extend children's learning effectively and provide consistent challenge that builds on what children know and can do.
- Children's language development is well supported by staff. They get down to the children's level and model the pronunciation of words. Staff tactfully correct children's pronunciation by repeating the word so children can hear the difference. Books are readily available and children regularly access them independently and request that staff read to them.
- Staff encourage children to develop an interest in nature. They ask the children to look for their resident squirrel, which they have fondly named. Children become excited when they spot it, and call to each other to look. Children are in awe when they find a ladybird outside. They notice that the ladybird is black, rather than red, and wonder why.

- Staff encourage children to join in with group circle time. They explain that it is an opportunity to help children socially and to take turns. However, the content of what they talk to the children about is not always of interest. Therefore, children very quickly disengage and leave the group, missing out on the opportunity that group times can offer.
- The nursery is very secure and the intercom system allows staff to monitor who enters the building. Further procedures are in place if someone different to a parent collects children, which work effectively to ensure that children are only released to a suitable adult.
- Partnership with parents is a real strength of the nursery. Staff use the information given to them by parents to support the children's daily routines. Parents speak very highly of the nursery and comment about the homely feel. Staff keep parents informed through their online communication tool. In addition, staff write care diaries for the younger children, so that parents feel well informed about their child's day.
- Staff access a range of training, which supports their continual professional development. The staff are very supportive of each other, as is the committee. In addition, staff request advice and guidance from their local authority. The nursery has very strong relationship with the school. Children who will be moving to school have many opportunities to take part in daily school life, which aids a smooth transition.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **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 develop their teaching strategies to consistently challenge and extend children's learning
- review the organisation of group times to ensure that staff fully engage children to help them remain focused on their learning.

## Setting details

<b>Unique reference number</b>	251590
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10355347
<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>	1 to 10
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Otley Under Fives Centre Committee
<b>Registered person unique reference number</b>	RP523385
<b>Telephone number</b>	07789468853
<b>Date of previous inspection</b>	27 November 2018

## Information about this early years setting

Otley Under Fives Centre registered in 1983 and is located in Ipswich, Suffolk. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens Monday to Friday, 8am to 6pm, during term time only, and includes an after-school club for school-age children. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Emily Holt

## Inspection activities

- The provider and the inspector completed a learning walk together and discussed their curriculum and what it is that they want the children to learn.
- 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 nursery with the inspector.
- The inspector spoke to children during the inspection.

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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