

# Ditton Lodge Community Nursery

St. Johns Avenue, NEWMARKET, Suffolk CB8 8BL



<b>Inspection date</b>	1 July 2019
Previous inspection date	22 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This is a provision that requires improvement

- The nominated individual does not have a clear and consistent understanding of their role and responsibilities. As a result, they do not fulfil their duties effectively.
- The nominated individual has not ensured that all relevant procedures for informing Ofsted of changes to the registered body and completing suitability checks are followed. This means new committee members play an active role in the running of the nursery before their suitability checks are complete.
- The manager does not consistently use information gathered from her monitoring of staff to undertake sharp assessments of their individual development needs.
- Sometimes staff do not extend children's curiosity or provide further challenge to help them make even better progress.

### It has the following strengths

- The manager gathers feedback from parents and staff. She also monitors the progress of children each term. The manager uses this information to inform purchasing decisions and changes to available resources, and to focus staff teaching and support.
- Parents praise the variety of activities offered and the amount of time children spend outdoors. They appreciate the range of events the setting organises and the community atmosphere this creates. Parents say they feel well informed about their child's achievements and comment that staff are approachable and friendly.
- Children are articulate and sociable. They confidently engage with adults and the activities on offer. Children demonstrate an interest in visitors and talk to them confidently about their home lives and favourite things to do at the nursery.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that the nominated individual has a clear understanding of their role and responsibilities to enable them to fulfil their duties effectively	22/07/2019
ensure that all relevant procedures for notifying Ofsted and conducting suitability checks are complete before admitting new committee members.	22/07/2019

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

- strengthen existing arrangements for performance management to sharply identify areas for professional development and provide staff with individual targets to help them raise the quality of their teaching to the highest level
- enhance opportunities to build on children's curiosity and understanding, to help them make the best possible progress in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the manager and committee chairperson. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector completed a joint observation and evaluation of an activity with the manager.
- The inspector took account of the views of parents spoken to during the inspection.

**Inspector**  
Kate Oakley

## Inspection findings

### Effectiveness of leadership and management requires improvement

The process to appoint new committee members is not fully effective. This is because the nominated individual does not understand their role and associated responsibilities fully. However, the impact on children is minimal as committee members do not have unsupervised contact with children. The arrangements for safeguarding are effective. Staff have a secure understanding of signs and symptoms that may indicate a child is at risk of harm. They know how to report any concerns about children's welfare. New staff are supported through robust recruitment, vetting and induction procedures. The manager ensures that they have support and training to fulfil their roles and responsibilities. Staff comment that the manager supports their well-being effectively. They use risk assessments to ensure areas accessed by children that are shared with other organisations, such as the woodland area, are safe for use.

### Quality of teaching, learning and assessment is good

The management team reviews activity plans and children's engagement to help identify ways to adapt and improve the provision. Staff encourage children to explore using their senses. They feel, smell and examine different fruits and vegetables. Staff provide different vocabulary, such as 'hard', 'soft', 'hairy' and 'smooth', to help children describe the textures they experience. Children enjoy books. Staff talk to children about the illustrations and situations in books. They talk about finding spiders at home and how some dinosaurs have short arms. Staff use 'home teddies' to spark conversations and act as a prompt for children to recall things they have done at home. Children request nursery rhymes and songs to sing. They delight in alternative versions of 'twinkle, twinkle'.

### Personal development, behaviour and welfare are good

Children develop their self-care skills. They fasten their shoes, take themselves to the toilet and wash their hands before snack. Staff encourage children to blow their noses and put their tissues in the bin. Children build warm bonds with staff. Staff teach children how to hold and cut vegetables safely. Children wait patiently for their turn. Children learn about healthy food choices. For example, they talk about eating 'just a little bit' of chocolate. Older children begin to play cooperatively and form friendships. For example, they take turns pedalling their friends around on a two-seat trike and laugh as they go fast. Children visit the host school regularly. Some children visit the school hall to collect a hot lunch each day. This helps them to become familiar with the building and staff. Staff help children to think about others' feelings and the importance of sharing toys.

### Outcomes for children are good

Children make good progress and develop key skills to support their future learning, including their move to school. They experiment with tools and resources. For example, children build a run with drainpipes to roll balls down. They explore different ways of moving. Children rest their tummies on a giant bouncy ball and use their hands to 'walk' forward. They begin to recognise their written name. Children demonstrate pride in their efforts, such as making marks for letters. They help staff to tidy up toys and equipment.

## Setting details

<b>Unique reference number</b>	221559
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10113205
<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</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Ditton Lodge Community Nursery Pre-School Committee
<b>Registered person unique reference number</b>	RP517132
<b>Date of previous inspection</b>	22 April 2016
<b>Telephone number</b>	01638 613002

Ditton Lodge Community Nursery registered in 1992 but originally opened in 1970. It is operated by a voluntary management committee. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and the manager holds early years professional status. The nursery opens from Monday to Friday during term time. Sessions are from 8.40am to 3.10pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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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