

Inspection of Hunnitots Day Nursery

Ipswich Hospital NHS Trust, Heath Road, Ipswich, Suffolk IP4 5PD

Inspection date: 15 May 2024

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

What is it like to attend this early years setting?

The provision is good

Since the last inspection, leaders have worked to strengthen the curriculum and how well staff deliver it. They have made significant improvements to the way that staff support children's personal, social and emotional development. This has had a positive impact on children, particularly in the pre-school room, but also to how settled babies and toddlers feel. Overall, children engage well in learning. They learn how to treat others. Staff achieve this by acknowledging how secure children feel. They use sensitive discussion to encourage older children's positive choices.

Children learn how to negotiate, share and turn take. During play on a balance beam, staff teach children how to risk assess by encouraging them to check their surrounding area. Consequently, children wait for their friend to move out of the way before they jump off a bench. These experiences help to lay the foundations for children's positive social interactions and relationships in the future.

Children are happy and content at the nursery. All children, including those with special educational needs and/or disabilities, show that they feel safe and secure through their positive behaviours. Babies bond with the staff caring for them as they receive gentle comfort. Staff cuddle babies when they have just woken up to allow them to feel fully awake before they go off to explore and play again.

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

- The acting manager and her team are highly reflective. Managers involve and motivate staff in making improvements. The team has lots of plans for further improvements,. For example, they are creating a sensory room for children. This means that the quality of provision is continuously improving.
- Staff working in the nursery report that they receive strong support for their professional development and well-being from their managers. They complete training and have regular supervision meetings. This has led to improvements to staff's practice since the last inspection.
- Leaders and staff understand how to safeguard children. Staff are aware of the procedures to follow if they have a concern about a child. Leaders have reflected on how they have previously dealt with concerns about staff. They have identified how they will improve practice moving forwards to meet their statutory requirement to work effectively with other agencies.
- Children gain good communication skills. Conversation between staff and children flows freely. Staff support the development of babies' communication and language skills as they sign words such as 'more' and 'banana' to them. This helps babies understand concepts and communicate with others before they can speak. Older children hear and use a broad vocabulary as staff purposefully introduce language related to the topics planned, such as the language of

mathematics, during well-planned learning opportunities.

- Children have opportunities to develop their fine motor skills, hand-eye coordination, and self-care skills as they practise how to serve their own snack using spoons. However, children are less able to independently manage their own drinking of water when they feel thirsty. This is because at times other than regular meal and snack times when staff provide drinks, children need to enlist staff support to access drinking water.
- Staff get to know children and their families well. Staff use what they know about children to carefully identify what children need to learn next. They give parents information about what children do at nursery and share some wider information about learning and services in general. However, sometimes parents are not completely sure what it is that staff are helping children to learn. This affects parents' understanding of what they can help their individual child with at home.
- The curriculum overall is challenging and delivered well by staff. Occasionally however, such as at group times, some aspects of teaching are not well matched to children's individual stage of development. For example, group times can sometimes be too long for children to sustain their interest. There are occasional times when staff are not on hand to support children with aspects of their learning that they need adult guidance with to help them to develop their skills.

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:

- promote the development of children's self-care skills further by finding ways to enable them to independently access their own drinks
- develop further staffs' understanding about how to deliver the challenging curriculum, to achieve consistency with teaching that is well matched to children's individual stage of development, and in their support of children's learning during play and daily activities
- revise plans and methods for sharing information with parents so that they are fully informed about how they can support their child's individual learning at home.

Setting details

Unique reference number	251761
Local authority	Suffolk
Inspection number	10317623
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	102
Number of children on roll	132
Name of registered person	East Suffolk & North Essex NHS Foundation Trust
Registered person unique reference number	RP904938
Telephone number	01473 704514
Date of previous inspection	11 October 2023

Information about this early years setting

Hunnitots Day Nursery registered in 1992. The nursery employs 25 members of childcare staff, 21 of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for bank holidays and one week over the Christmas period. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspectors

Kate Hipperson
Nina Hopson

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The acting manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspectors during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The acting manager carried out a joint observation of a planned activity with the inspector.
- The inspectors and managers met to discuss the leadership and management of the nursery.

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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