

<b>Inspection date</b>	21 January 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
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 provision is good

- The management team is committed to providing children with high-quality care and education. They have high expectations of what the setting and children can achieve. Actions taken to improve the quality of the setting further are carefully planned and effective. Parents' comments received during the inspection are very positive.
- Children of all ages build secure emotional attachments with staff. They happily play alongside staff who are responsive to children's individual care needs. Children make friends, build relationships and learn how to share and take turns.
- Staff provide a stimulating and welcoming environment that keeps children motivated and interested. Children of all ages enjoy looking at books, independently and with adults. Staff use every opportunity to nurture children's early interest in reading.
- Children enjoy healthy snacks and meals. They have daily opportunities for exercise and fresh air in the spacious outdoor play area. This helps to promote their good health and supports their physical well-being.
- Children are well protected because staff have a good understanding of their responsibility to keep children safe.

### It is not yet outstanding because:

- New systems for monitoring staff performance are not yet fully embedded to ensure a higher quality of supervision for all staff.
- Although partnerships with parents are good overall, staff do not consistently share children's next steps in their learning with parents to fully support them to continue with children's learning at home.
- Staff do not always plan precisely to provide resources and activities that reflect the diversity of children's backgrounds and the wider world.

## What the setting needs to do to improve further

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

- develop the performance management and monitoring systems further to support staff to raise the quality of teaching to the highest level
- share the next steps in children's learning with parents, as part of their continuing involvement in their children's developmental progress
- plan more precisely to reflect and promote the cultures and backgrounds of the children who attend the setting.

### 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 spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector spoke with the provider and held a meeting with the manager. She looked at relevant documentation, including the setting's development plan, records of children's learning and development, a selection of policies and procedures and risk assessments.
- The inspector checked the evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of the procedures to follow if they have concerns about a child. The management team undertakes rigorous recruitment procedures to ensure all staff are suitable to work with children. They implement a thorough induction period when staff first start. Robust policies, procedures and risk assessments are implemented well to ensure that children's safety and welfare is protected. Staff carry out daily checks on the premises to ensure that all areas used by the children are safe and suitable. The leaders and managers regularly monitor children's progress to continually, and robustly check on the quality of the provision. There are arrangements in place for staff supervision, which help to promote good outcomes for children. However, there is scope to strengthen the performance management systems further to strive for consistently high-quality teaching.

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

Staff are well qualified and demonstrate a good understanding of how children learn and develop. Children experience a wide range of opportunities to learn across all areas as they move around confidently choosing what they would like to do next. Children enjoy singing sessions. Older children eagerly use wooden sticks to beat in time to the music. Babies have ample space to move around safely to practise their early walking skills, which supports their physical development. Staff support children's communication and language skills well. They join children in their play, model language and extend children's vocabulary. Staff introduce mathematical language, such as big and small, for example, when young children experiment with wooden blocks. They consistently respond to babies' babbles and vocalisations. Staff keep parents regularly informed about their children's day. They observe children as they play and provide parents with an accurate record of their capabilities. Staff identify where extra individual support may be required.

### Personal development, behaviour and welfare are good

Staff work closely with parents to ensure settling-in procedures for children are effective. They find out about children's interests and routines to promote continuity of care. Staff are good role models. They are calm and provide clear guidance for children about what is acceptable behaviour. Children generally behave well. Staff offer regular praise and encourage the children appropriately throughout the sessions. This enables children to develop their self-esteem and confidence. Children are familiar with the daily routines, which helps to support their emotional well-being. They follow good hygiene routines and experience sociable mealtimes. Children sit alongside their peers and staff as they engage in meaningful conversations. They are becoming more independent as they pour their own drinks, feed themselves and clear away their plates afterwards.

### Outcomes for children are good

Children develop key skills in readiness for when they start school. They independently manage their self-care skills and have plentiful opportunities to develop their early writing skills. All children make good progress in their learning given their starting points and capabilities.

## Setting details

<b>Unique reference number</b>	EY477738
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	984172
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Ormiston Trading Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01473 724517

Ormitots was registered in 2014. The setting employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, from 8am until 6pm, for 51 weeks a year. It provides funded early education for two-, three- and four-year-old children.

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