

Ofsted registered early years setting inspection report

25 to 26 November 2025

The Lodge Day Nursery

Ipswich School

Ivry Lodge

Ivry Street

Ipswich

Suffolk

IP1 3QW

The Independent Schools Inspectorate is commissioned by Ofsted to inspect registered early years settings in independent schools in England which are members of associations in membership of the Independent Schools Council. Ofsted is the regulator for early years registered settings in England.

Inspection outcomes

Safeguarding	Met
Inclusion	Expected standard
Curriculum and teaching	Expected standard
Achievement	Expected standard
Behaviour, attitudes and establishing routines	Strong standard
Children's welfare and wellbeing	Strong standard
Leadership and governance	Expected standard

The extent to which the school meets the requirements of the early years foundation stage

The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

Summary of inspection findings

1. Children arrive happy and eager to start their day. They are excited to see their friends and quickly settle into the daily routine and play. Staff know the children in their care well. The effective key person system supports children to feel safe and secure. For example, staff give comfort and reassurance to babies throughout the day, particularly if they are tired or upset.
2. Staff provide bright and stimulating learning environments. They carefully consider the needs of the children and babies and implement effective strategies to best support them. For instance, staff recently added softer calming spaces in some rooms to help support children to relax and to regulate their emotions.
3. Children across all age groups develop communication and language skills well. Staff are well informed about children's needs and stages of development. They ensure that children who have special educational needs and/or disabilities (SEND) are given the support they need to make good progress. Staff use a range of approaches, such as signing and picture cards, to help babies and children to communicate their needs. This also helps children who speak English as an additional language to understand what comes next during the day and as they develop their understanding and fluency in communicating with each other and with staff.

Safeguarding

4. Safeguarding is met.
5. The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed.

Inclusion

6. The grading for inclusion is at the expected standard.
7. Leaders and staff know the children and families well. They use assessment effectively to identify children's emerging needs. Leaders teach and support staff to plan and implement focused strategies and activities that help children who may have barriers to their learning to make good progress. Staff carefully monitor children's progress in their learning and their physical development. They work closely with other agencies, such as physiotherapists, to help improve outcomes for children.
8. Leaders and staff understand the factors that can influence children's learning. They work closely with families to promote regular attendance. For example, staff work with parents to adjust hours and put in place a range of approaches to help children to confidently separate from their parents at the start of the day.

Curriculum and teaching

9. The grading for curriculum and teaching is at the expected standard.
10. Leaders know what they want babies and children to learn. The curriculum aims to build on what children know and can do. Staff work with parents to establish children's starting points. This enables staff to plan activities based on individual interests from the moment they join the nursery.
11. Overall, staff have a good understanding of the ways in which children learn. They plan a range of inviting activities that promote learning across several areas. For example, younger children develop their physical skills and learn the names of colours as they transfer coloured water from one bucket to another. However, activities for babies are not always age-appropriate and do not consistently build on what they already know and can do.
12. Staff successfully develop children's mathematical skills from an early age. Younger children can count spoonfuls as they serve themselves at snack time and older children practise sequencing numbers one to five.

Achievement

13. The grading for achievement is at the expected standard.

14. Staff work with parents to establish children's starting points when they join the setting. This helps staff to have an understanding of each child's level of development and their needs. Children who have SEND achieve well from their starting points and receive the support they need to achieve their next steps and developmental milestones. Children develop their knowledge and skills well as they move through the setting. Children gain the confidence to explore new things and to be curious about the world around them.
15. Children are well prepared for the next stage of their learning and development. Children develop their skills in listening. They are able to maintain their concentration and sustain their interest in activities over extended periods of time. Children are able to express themselves clearly when playing with each other. Children communicate their feelings, needs and ideas to adults in the setting.
16. Leaders and staff successfully support children at times of change. For example, the flexible settling-in process is tailored to meet the individual needs of children and families. Staff follow home routines for babies to assist them to settle, which helps them to feel safe and secure while at nursery.

Behaviour, attitudes and establishing routines

17. The grading for behaviour, attitudes and establishing routines is at the strong standard.
18. Staff are positive role models for children. They understand the importance of teaching children how to recognise and successfully manage their own feelings. Staff know children well. They work closely with parents to implement and review strategies to support individual children to regulate their emotions. For example, staff wait for children to be calm before talking to them about how their behaviour has affected others. This supports children to understand their emotions and helps promote positive attitudes.
19. Children are highly respectful towards adults and each other. They thoroughly enjoy being together and play harmoniously with their friends. They respectfully listen to each other's ideas. For instance, older children are fully engaged and work collaboratively to establish the best tools to transfer water successfully from one trough to another.
20. Leaders closely monitor children's attendance. They work with staff to provide an inviting, warm and welcoming environment which encourages children to want to come to the setting. Staff are sensitive to the changing circumstances of children. They liaise with families to implement ways, focused on individual children's needs, to support children to separate confidently from parents and carers. This successfully promotes children's emotional wellbeing and confidence and prepares older children well for when they the move on to school.

Children's welfare and wellbeing

21. The grading for children's welfare and wellbeing is at the strong standard.
22. Leaders have an in-depth knowledge of the families and children who attend the nursery. They successfully build strong relationships with parents and encourage information sharing about children's lives, their experiences and interests away from the setting. This helps staff to understand

children's current needs and adapt their care and teaching accordingly so that children make good progress.

23. Staff prioritise teaching children from a young age about the importance of keeping themselves safe. This is firmly embedded in the curriculum. For example, staff remind babies to hold the rail as they learn confidently to climb stairs. Staff prioritise teaching children about healthy lifestyles and food choices. They use a range of ways to do this, such as tasting the fruit and vegetables they grow in the garden for snacks and meals. Children enjoy the regular opportunities they have to spend time learning outdoors, where they are able to develop their physical strength and co-ordination. This promotes the wellbeing of babies and children, through fresh air and exercise.
24. Staff have established clear and consistent routines throughout the nursery. These routines successfully support children to anticipate and prepare themselves for what comes next in the day. Children feel safe and secure.

Leadership and governance

25. The grading for leadership and governance is at the expected standard.
26. Leaders are ambitious for children. They positively promote working with other professionals to support children to achieve. This includes vulnerable children and those who face barriers to their learning.
27. Leaders ensure that staff feel valued and supported in their role. Staff receive regular supervision meetings with leaders, when they can discuss workload, reflect on practice and identify training needs.
28. The leadership team regularly reviews the quality of the setting to identify areas for improvement. However, the process for monitoring staff performance does not always precisely identify weaknesses in practice to ensure teaching is of a consistently high quality across the setting.

Recommended next steps

Leaders should:

- ensure that all staff have detailed knowledge of early child development so that staff consistently plan activities to promote learning for babies in an age-appropriate way
- precisely identify the training needs of staff to ensure that teaching is of a consistently high standard across the setting.

Registered setting details

Registered setting name	The Lodge Day Nursery
Unique reference number	EY553256
Address	The Lodge Day Nursery Ipswich School Ivry Lodge Ivry Street Ipswich Suffolk IP1 3QW
Phone number	01473 282811
Email address	hello@lodgedaynursery.co.uk
Website	www.ipswichschool.co.uk www.lodgedaynursery.co.uk
Proprietor	Ipswich School
Nominated individual	Anna Hennell James
Age range of children at the time of the inspection	Seven months to four years
Total number of places	106
Number of children on roll	137
Date of previous inspection of the registered setting	28 September 2022

Information about the setting

29. The Lodge Day Nursery registered in 2017. The registered setting operates from Ipswich School. The setting is open all year round from 7.30am to 6pm.

Inspection details

Inspection dates

25 to 26 November 2025

30. One inspector visited the registered setting for two half days. The on-site inspection was quality assured by a monitor. This inspection took place at the same time as the inspection of Ipswich school.

31. Inspection activities included:

- shared observation of learning in collaboration with setting leaders
- discussions with the school leaders, managers and other members of staff
- discussions with parents
- discussions with children
- observations of children's routines, including eating, sleeping and transition times
- scrutiny of a range of policies, documentation and records provided by the setting.

32. The inspection team considered the views of staff and parents who responded to ISI's pre-inspection surveys.

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- Ofsted is the regulator for early years registered settings England.
- ISI is commissioned by the Ofsted to inspect Ofsted registered early years settings in independent schools in England, which are members of associations in membership of the Independent Schools Council.
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