



Sixpenny Daycare

Inspection report for early years provision

Unique Reference Number	EY263887
Inspection date	11 September 2006
Inspector	Nikki Whinton / Rachel Edwards
Setting Address	Smiths Barn, West Street, Aldbourne, Marlborough, Wiltshire, SN8 2BS
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Registered person	Sixpenny Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Sixpenny Day Care is one of four nurseries run by Sixpenny Limited. It opened in October 2002 and operates from four rooms in a purpose built provision in Aldbourne, near Swindon. A maximum of 39 children may attend the setting at any one time. The group is open each weekday from 08.00 until 18.00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 42 children aged from eight weeks to under eight years on roll. Of

these, 14 children receive funding for nursery education. Children come from the local area and attend for a variety of sessions. The nursery currently supports children with learning difficulties and /or disabilities.

The nursery employs 12 members of staff. Of these eight hold appropriate early years qualifications and two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children lead an extremely healthy lifestyle whilst in the provision. The outside play area with its giant shelter is used very successfully as an outdoor learning environment and to enable children to have daily opportunities for fresh air and exercise throughout the year. In addition, they take part in frequent walks to places of interest within the village and visit the local park, where they can use additional, suitably challenging apparatus to help develop their large muscle skills. Children's fine motor control and coordination is enhanced through the daily use of easily accessible tools and materials, including pencils, tape dispensers and glue sticks.

The premises are very clean and well maintained. Children's good health has a high priority within the setting. They learn about good hygiene practices as part of the daily routine. Older children are fully aware of the need to wash their hands, for example, after toileting or before making pizzas. They benefit from the staff's extremely good role modelling, their awareness of first aid and their understanding of the correct administrative procedures to follow if accidents occur or children require medication. There are effective arrangements in place to support children's good health, including ensuring children wear sun hats when playing outside in hot weather and obtaining written parental permission for seeking emergency medical treatment or advice. Children are protected from peers who are not well and hygienic nappy changing routines are maintained. Children's good health is effectively promoted.

Children enjoy a varied menu of nutritious snacks and freshly cooked meals. Allergies or parental preferences are discussed with parents prior to a child commencing in the setting. All needs are recorded and accommodated. Children consume snacks and meals in sufficient quantities to meet their needs. They are actively encouraged to try new foods and thus develop their awareness of food tastes. Children help themselves to drinking water throughout their time in the group. This helps to ensure they are drinking fluids in sufficient quantities to meet their differing requirements.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and rest within a provision that is warm and secure. Photographs of children involved in activities and labelled examples of the children's artwork are

arranged both inside and within the outdoor play area, providing welcoming, colourful displays for parents and carers. Older children are able to visit the toilet independently, which helps them to build their independence and self-care skills. There are appropriate arrangements to enable babies to have carefully monitored, uninterrupted sleep. There are a range of measures in place to support children's safety and help avoid accidents. For example, stair gates prevent children having unsupervised access to all areas of the setting, socket covers are fitted to exposed electric points and hazardous cleaning materials are inaccessible to children. In addition, children are starting to share responsibility for their own safety through activities, including taking part in fire drills. However, mobile displays attached to the ceiling, above babies' cots and a cleaning wipe left near a cot could pose a risk to children's safety.

Children play with a good range of clean, well-maintained resources that are stored in low-level resource boxes, to aid independent selection. They benefit from the staff's clear understanding of safety issues concerning the purchase and ongoing maintenance of equipment. As a result, children play with age appropriate toys that are safe, suitable and help to support their development.

Children's welfare is promoted by a staffing team that has a very clear understanding of child protection issues and the correct procedures to follow if they are concerned about a child. There are effective arrangements for making parents fully aware of the provider's child protection responsibilities, prior to a child commencing in the setting.

Helping children achieve well and enjoy what they do

The provision is good.

All children enter the provision willingly. They settle quickly and are motivated in making independent choices regarding the resources or activities they wish to explore. For example, children within the two to three year old room enjoy investigating construction materials, whilst older children in the pre-school room decide to make tea for each other using role-play resources. All age groups have opportunities to spend time together, such as during extended periods of outside play. During these occasions, children interact with their peers, for example, whilst playing with wheeled vehicles, making craft pictures or caring for the nursery's rabbit. Children are well occupied. They are developing their social skills, are learning to share resources and to take turns, such as when waiting to wash their hands before eating or sharing equipment whilst playing in the outdoor sand tray. They have formed warm positive relationships with the welcoming staff and their peer group.

Older children within the Foundation Stage room demonstrate good self-control. They are able to sit and concentrate well for short periods, such as during circle or story time. They are very independent in their personal care and are able to blow their own noses or find their sun hats for outside play. Children willingly help with routine tasks including tidying away toys or sweeping up the sand. They show genuine consideration for others, such as when asking a friend if he would like to share his marbles.

Younger children in the setting, who have not started on the Foundation Stage

curriculum, take part in planned child centred activities, using the Birth to three matters framework. Staff are very effectively deployed to support the differing stages of development of the children attending. They regularly complete written observations and assessments of the children, which they use to help them support children's development.

Nursery Education

The quality of teaching and learning is good. The playleader and her deputy have an appropriate knowledge and understanding of the early learning goals and are undertaking training to develop further their skills. They plan a wide range of stimulating, practical, focused activities to cover all areas of the curriculum, although they do not always include clear intended learning outcomes. During these planned activities they ask children good open questions to make them think and reinforce their learning. They give children the time they need to think and express their thoughts at their own pace. Staff undertake weekly written observations of the children that are linked to the stepping stones. This information is used to complete regular assessments of the children using the Wiltshire Building Blocks scheme. However, assessment information is not used in planning for children's future development and as a result, children's learning potential is not always maximised.

Children interact well with each other. They are articulate and express their thoughts well, for example, when a child tells a friend, 'cycle on your pedals, not your feet'. They use complex sentences in talking about activities they have done at the weekend or significant events in their lives, 'my dad fell off his motorbike', 'I went to granny and grandpa's house and I had a present'. Children self register, confidently recognising their own names and some of their friends in print. They use the Jolly Phonics system and join in enthusiastically with the appropriate words and actions. Children develop their early writing skills as they freely access a well-presented writing area, selecting resources as they require them. Children listen to planned stories and are able to explore a wide range of books within a comfortable book area. However, children are not actively encouraged to investigate books independently as part of the daily routine. Children count well and enthusiastically by rote and some children recognise what number comes next when questioned by staff. Through practical activities, such as positioning their numbered cycles in numbered parking bays after play, children learn to recognise numbers as labels. Children use mathematical language and comparison appropriately such as when discussing the number of peppers or sizes of pizza pieces during a cooking activity. However, there are limited opportunities for children to calculate or to solve simple problems as part of the daily routine.

Children learn the days of the week and begin to understand the changing seasons through planned daily discussion. Children confidently use information and communication technology to support their learning and demonstrate very good control of the mouse. Children understand the passage of time, talking freely of past or future events whilst regularly using the correct tense. They understand the use of the sand timer, 'to help us tidy up quickly'. Children help to care for the nursery's rabbit, which plays freely in the garden with them. They welcome visitors to the setting such as zoo lab, the police or the local reception class teacher. In addition, they are involved in a variety of outings such as the nearby farm, library or church to

help them learn more about their local community. Children take part in child centred creative activities and experiment using a wide variety of materials including paint, collage and dough. Children play imaginatively, for example, with dolls and make up imaginative stories in which they themselves and fictional characters feature, 'I saw Spiderman flying in the sky'. Children sing a growing repertoire of songs from memory and use a good selection of musical instruments.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals. They benefit from the staff knowing them well and clearly understanding their differing needs. They access a varied range of resources including books, dressing up clothes, dolls and small world figures, to help them increase their awareness of diversity. The care of children with learning difficulties and /or disabilities is appropriate to support their development and learning.

Children's spiritual, moral, social and cultural development is fostered. Children are confident, extremely independent and demonstrate good self-esteem. For example, children within the pre-school room are able to put on their own shoes for outside play and brush their teeth after meals. They thoroughly enjoy sharing news about their home lives and are learning to listen to others. Children increase their understanding of a range of cultures and beliefs through themed topics and practical activities, including food tasting, music and looking at post cards from around the world.

Children's behaviour is very good. Older children especially understand right from wrong, remind each other of the rules 'you have to share with me' and are able to resolve minor disputes amicably. They benefit from staff being excellent role models who have high expectations, explain consequences clearly and have a good understanding of effective, age appropriate strategies for supporting children's positive behaviour.

The partnership with parents and carers is satisfactory. Children benefit from the very positive rapport that exists between the parents and the staff. Parents are made aware of the setting and its policies through an informative welcome pack. They are kept up to date through newsletters, parents' notice boards, a daily diary and informal discussion with staff at the beginning or end of the day. A yearly parents' evening is arranged to enable planned discussion on children's progress and the sharing of the assessment records. However, whilst parents of children within the Foundation Stage are aware of their access to their child's records they are not invited to contribute to assessments or to regularly become involved in their child's learning within the group.

Organisation

The organisation is good.

The children's care and development is promoted by a well motivated, enthusiastic staffing team, who regularly undertake early years training courses to support their

professional development. Well established nursery practices help to ensure children settle quickly and become familiar with the setting's routines. The effective organisation of the provision enables children of all age groups to mix together for certain periods of the day, such as during early morning outside play. There are thorough systems for recording the daily attendance of children, staff and visitors, which has a positive impact on promoting children's welfare. All legally required documentation is carefully maintained and securely stored, although a few procedures would benefit from being updated.

The leadership and management are good. The nursery owners are experienced in their roles. The Foundation Stage room playleader is suitably qualified and effective in her role. There are regularly planned management meetings and pre-school room supervisors from across the Sixpenny Limited chain meet together termly to help formulate planning. In addition the setting benefits from regular support visits from a Wiltshire early years teacher. There is a good partnership between the setting and the village primary school. For example, the reception class teacher visits the provision and the nursery children attend the school summer play and harvest festival service. This link helps support children in their transition into the reception class. The group is aware of its strengths and areas for development and is putting strategies in place to help support future progress.

Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

As a result of the last education and care inspections the group was given key issues and non- regulatory actions, to help develop the quality of the provision.

The education report requested the group develop the assessment programme, to ensure the written observations undertaken on the children are used to complete regular assessments across all areas of development and cluster groups. They were asked to use the information, together with parental contributions, to plan appropriately time managed activities to promote individual children's future learning, particularly for children who learn more quickly. In addition, the group was asked to improve the staff's planning of the educational provision, to ensure all areas of the curriculum are given equal emphasis.

The care report required that an accurate record be kept of children's attendance, detailing times of arrival and departure and that written parental permission is obtained for seeking emergency medical advice or treatment.

Accurate records are now kept of children's daily attendance. Written parental permission has been obtained for seeking emergency medical treatment or advice. All areas of the curriculum are now given equal emphasis when planning, staff undertake regular assessments of the children and ensure that activities are appropriately time managed. These improvements have had a positive impact on the quality of care and education offered to the children. However, staff do not use information from assessments or parental contributions to inform future planning for individual children .

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that any potential hazards are removed from the baby sleep area prior to use

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make effective use of children's developmental records, to inform planning so that activities are provided with clear intended learning outcomes that give appropriate levels of challenge to all children, especially the older or more able
- explore ways of more actively involving parents in their child's learning and encourage them to contribute towards children's records of achievement.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk