



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY263887

DfES Number: 540056

INSPECTION DETAILS

Inspection Date 18/01/2005
Inspector Name Nikki Whinton

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Sixpenny Daycare
Setting Address Smiths Barn, West Street
Aldbourn
Marlborough
Wiltshire
SN8 2BS

REGISTERED PROVIDER DETAILS

Name Sixpenny Limited 4367694

ORGANISATION DETAILS

Name Sixpenny Limited
Address Jasmine House, 23A South Street
Aldbourn
Marlborough
Wiltshire
SN8 2DW

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

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 79 children from 8 weeks to under 8 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 employs 15 staff. Nine of the staff, including the manager, hold appropriate early years qualifications. Four staff are working towards a qualification.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Sixpenny Daycare at Aldbourne provides good quality provision, which helps children to make generally good progress towards the early learning goals in all areas of development.

The quality of teaching is generally good. The staff plan and provide varied child centred , practical activities to support children's learning. However, the assessment programme is not used effectively and planning lacks balanced coverage across all curriculum areas. Some activities are not well time managed or sufficiently challenging. The staff know the children well and have a positive relationship with them. They act as good role models, actively encourage their independence and listen carefully to children's interests.

The leadership and management are generally good. The new staffing team's foundation stage knowledge is not yet fully secure. However, the management team carefully monitors the educational provision. It has an extremely good understanding of the nursery's strengths and areas for development. The group is committed to offering high quality provision and has already put appropriate strategies in place to support future improvement.

The partnership with parents and carers is generally good. Parents are not invited to contribute to assessment. However, they are kept advised about children's progress through parents' evenings and informal discussion. They are encouraged to become actively involved in their child's learning within the provision.

What is being done well?

- The children enthusiastically take part in regular child centred opportunities to initiate and develop their own imaginative ideas, particularly through art, design and role play. They freely self select tools and materials for themselves to extend and enhance their creative ideas.
- The children are confident, independent and self assured. They are starting to form positive relationships within the foundation stage room and thoroughly enjoy sharing their news with staff and peers.
- The children enjoy regular, exciting opportunities to explore their local village environment. They frequently welcome visitors to the setting to help them develop their understanding of the wider world.
- The children have a good range of vocabulary. They use speech very confidently when talking to staff and friends.

What needs to be improved?

- the staff's assessment programme, to ensure the observations undertaken on the children are used to complete regular assessments across all areas of development and cluster groups. Use the information to plan appropriately time managed activities to promote individual children's future learning, particularly for children who learn more quickly
- the staff's partnership with parents, to ensure parents are encouraged to share with staff what they know about their child, both initially and on an ongoing basis, to aid staff assessment
- the staff's planning of the educational provision, to ensure all areas of the curriculum are given equal emphasis.

What has improved since the last inspection?
not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are forming positive relationships with staff and peers. They are confident, enthusiastic and self assured. Children are effectively developing their independence through the daily routine. They love telling others their news "I came to school with my sister", "Daddy's car's got a lot of ice on it". However, some children do not always behave appropriately and they are not all able to routinely sit quietly for short periods and concentrate.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children have a good range of vocabulary. They use language very confidently when talking to peers and adults. They are beginning to recognise familiar letter sounds and enjoy participating in small group stories, such as "Whatever Next", whilst using props. However, children have few chances to develop their awareness of familiar words in print or to practise and develop early writing skills as part of their play.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children quickly and accurately recognise numbers as labels. They count confidently, such as when counting biscuits at snack time or symbols on a number grid. Children take part in meaningful activities, including measuring themselves and completing puzzles, to increase their awareness of shape, space and measure. However, children who learn more quickly have limited chances to take part in sufficiently challenging calculation or problem solving activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children regularly go on village outings, visit the adjacent farm and local park to help develop their understanding of the natural world. They enjoy designing with construction materials and enthusiastically share past and future events with peers and staff "When I grow up and go to school, I'm going to be five". However, children have limited planned chances to increase their awareness of information and communication technology or to learn more about a variety of cultures or beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children handle a variety of equipment, tools and materials confidently, demonstrating good coordination and control. They move safely and freely, both inside the provision and within the group's outside play area. They understand the need to follow good hygiene procedures with regard to toileting, hand washing and disposal of soiled tissues. However, older or more able children do not consistently take part in activities to promote large muscle development, which offer sufficient challenge.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have varied, child centred opportunities to explore and develop their imaginative ideas, such as children making themselves into robots using giant cardboard boxes or exploring play dough with cutters and rollers. They freely self select tools and materials for themselves from easily accessible resource boxes. However, children have limited opportunities to regularly take part in planned activities to investigate musical instruments or develop their musical awareness.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop the assessment programme, to ensure the observations undertaken on the children are used to complete regular assessments across all areas of development and cluster groups. 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
- improve the staff's planning of the educational provision, to ensure all areas of the curriculum are given equal emphasis.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.