

# Sibton Nursery School

Inspection report for early years provision

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**Unique reference number** EY403549  
**Inspection date** 01/11/2010  
**Inspector** Hazel Meadows

**Setting address** Sibton Nursery School, Yoxford Road, Sibton,  
SAXMUNDHAM, Suffolk, IP17 2LU  
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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Sibton Nursery School originally opened in 1996 and was re-registered in May 2010. It is privately owned and managed and operates from a redundant Victorian school building, in the village of Sibton, near Saxmundham, in Suffolk. There is ramped access to the building. All children share access to a secure outdoor play area, which is part grass and part tarmac.

The nursery is open school term times only, from 9am until 3.30pm Monday to Thursday and 9am until 1pm on Fridays. Children come from the local area and attend for a variety of these sessions.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 35 children, aged under eight years of age, may attend the setting at any one time. There are currently 40 children on roll, all of whom are within the early years age range. The setting provides funded early education for three- and four-year-olds. Staff support children with special educational needs and/or disabilities and children who have English as an additional language.

There are seven members of staff. The nursery is run by a qualified teacher, supported by a deputy who has a Level 3 qualification and is studying toward a foundation degree in Early Years Childcare. Both of these staff work at the nursery full time. Two nursery assistants work part-time and have Level 2 Childcare qualifications. They both are studying towards CACHE Level 3 courses. The nursery is supported by two supply staff one of whom is a qualified teacher and one of whom is a Level 3 Qualified Nursery Nurse. An additional member of staff is working towards Level 1.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settle swiftly at this welcoming and stimulating nursery. Their individuality is valued and practice is inclusive. Experienced and committed staff work co-operatively to care for the children, support their play and enhance their learning. Positive and trusting partnerships are established with parents and carers, ensuring children receive consistent support with their care, development and learning. Most documentation and procedures are in place to promote children's welfare and there is a satisfactory method of monitoring children's individual progress through the Early Years Foundation Stage. A method of self-evaluation has been utilised which highlights the group's strengths and identifies some of the areas for development.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- review the method of recording children's progress to ensure learning and development priorities for each child are identified and used to inform weekly planning
- consider appealing ways of encouraging children to write for a purpose in their play, for example, writing their own names on their paintings and explore ways of increasing children's skills and independence at lunchtimes, for example, serving themselves
- review documentation to ensure records are well organised and swiftly retrievable and are maintained as required by the Early Years Foundation Stage Framework, for example, recording ongoing safety checks.

## **The effectiveness of leadership and management of the early years provision**

Well-deployed staff are watchful of the children and attentive to their safety. An overall risk assessment has been undertaken for the premises, to minimise risks to children, and premises are kept secure once all children have arrived. However, ongoing safety checks are not recorded. There are effective procedures for emergency evacuation in place, which is regularly practised. There is a designated safeguarding officer and most staff have attended safeguarding children training. All staff have a secure awareness and understanding of safeguarding issues and are clear of their responsibilities to protect children. The group has a written safeguarding policy, plus local safeguarding contact details to refer to should they have concerns about a child. Required procedures are in place to ensure staff's suitability to work with children. This means that children are well safeguarded.

All required staff training is up-to-date and ongoing staff development and training are actively encouraged, with appraisals completed annually. Staff are experienced and work cooperatively together to aid the running of each session. Regular staff meetings enable all staff to be involved in the group's development. Reflection of practice is ongoing and the group has recently utilised the Ofsted self-evaluation form to review their practice and to help identify some areas for development. All staff and management have a commitment to ongoing development. Consequently the quality of care and learning for young children continues to improve.

The group has a positive attitude and approach towards diversity and promotes good inclusive practice. They work closely with parents, liaising with other childcare or health professionals if required, to try to ensure each child receives appropriate support at an early stage. Their positive approach is further reflected in the resources and activities available. Adequate registration details are obtained about each child to support their welfare and signed, written consents are in place to ensure children are cared for according to their parents' wishes. All records are securely kept, however, they are not always readily retrievable or well organised. Suitable information and written policies are in place and are made available to parents.

Staff establish trusting partnerships with parents, which promotes children's

welfare and continuity of care. An 'All About Me' booklet, completed when each child starts, enables parents to share more detail about their child to help staff get to know them. Comments received from parents during the inspection are generally positive. They find staff friendly and approachable and state their children are happy and settled. Parents are able to review their child's development records at any time and have regular opportunities to discuss any issues with staff. Regular parent evenings enable more in-depth feedback from their child's key person. Parents' views are valued and also sought through questionnaires. The nursery has established positive links with local schools, to promote smooth transitions for the children. The group receives support from local authority advisory staff, and other professionals who support children with additional needs, as required.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy at the group and settle swiftly. They form positive relationships with staff and their peers and know one another by name. They confidently approach and talk with staff and are developing a broad vocabulary. Children's individuality is embraced and welcomed and children are treated with kindness and respect. Staff are positive role models and children respond well to their calm and consistent approach. Children's behaviour is good and they are learning to be polite and considerate of one another. Staff support this further in small groups, encouraging turn-taking and listening to others.

Staff have a good understanding of the Early Years Foundation Stage and recognise the importance of children learning through play and first hand experiences. The 'Learning Diaries', used for monitoring children's progress, contain photographs and brief descriptions, which are mostly linked to the areas of learning. However, these are not always used to identify a child's next steps or to inform future planning. The group has a wealth of good quality resources which are stored on low-level shelving, enabling children to have free access and initiate their own activities. They have free access to outside enabling them to choose their preferred environment. Staff are at the early stages of developing a concept known as 'possibility thinking'. This enables children to initiate and explore their own ideas and interests further and activities are flexible to incorporate any ideas emanating from the children. This means children are encouraged to think creatively and critically.

Children learn about the world around them through topics and outings in their local community. For example, they go for nature walks and also explore a building site. Staff introduce a variety of activities to widen children's learning experiences and to raise their awareness and appreciation of diversity. For example, reading a story about a Hindu child and introducing real Indian sweets for the children to try.

Examples of children's artwork adorn the walls, helping children feel their efforts are important and valued. Children have opportunities to recognise their names as their coat pegs are labelled. They also find their own name card as they arrive

which they are then encouraged to copy. This is a difficult task for some of the children. There are some opportunities to write for a purpose during their play although this is somewhat limited. Children have regular opportunities to explore a broad variety of media and textures, such as water, sand and paint. They delight in mixing paste into dry powder paint on the table top and noting the changes of colours and texture. They enjoy making patterns with their fingers in the paint, which encourages their pre-writing skills.

Mostly healthy options are presented to the children at snack and mealtimes. Children enjoy helping to prepare food such as the banana milkshake for afternoon snack. However, at lunch time some opportunities are missed to involve the children and increase their skills and independence, as staff do most of the preparation and serving. Drinking water is readily available, ensuring the children are well hydrated.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met