

Sixpenny Nursery & Pre School

Inspection report for early years provision

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Inspection date 11/06/2012
Inspector Hilary Tierney

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Type of setting Childcare - Non-Domestic

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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

Sixpenny Nursery & Pre School in Devizes in Wiltshire registered in 2004 and moved to the current premises in 2012. It is one of a small chain of four privately owned nurseries. The nursery operates from purpose built premises. Children are cared for in four rooms where they are grouped according to their age. Each room has a kitchen and toilet facilities. There is also a sensory playroom. There are three enclosed areas and a woodland area for outdoor play. The nursery has four ducks and two rabbits in an enclosed area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery opens from 7.45am to 6.00pm each weekday, all year round except Bank Holidays. The nursery may provide care for a maximum of 66 children under eight years of age, of whom no more than 66 may be in the early years age group and no more than 30 may be under two years at any one time. There are currently 66 children on roll within the early years age range, of these 15 are under two years of age. The nursery receives funding to provide free early education for children aged three- and four-year. The setting supports children who have special educational needs and/or disabilities and those for whom English is an additional language. There are currently nine staff including the manager who work with the children. Of these, six staff are qualified, which includes the manager who has achieved the foundation degree in early years education and the deputy manager is working towards achieving this qualification. Two staff are working towards a level 2 and one is working towards a level 3 childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, confident and are very well behaved. Key workers have built good relationships with the children and as a result, they know their children very well. Children have excellent opportunities to explore the outside areas and changes in the weather. Staff have an excellent understanding about safeguarding procedures. Partnerships with parents and carers are outstanding and information is regularly shared with them. Both staff and management are highly committed to provide good quality childcare, they all contribute regularly to the self-evaluation process. Areas to improve are clearly identified and are well targeted.

What steps need to be taken to improve provision further?

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

- improve children's access to books so there is an inviting place where they are able to select and enjoy looking at books independently.

The effectiveness of leadership and management of the early years provision

The comprehensive policies and procedures are implemented robustly to ensure any concerns are dealt with effectively. Staff and management have a comprehensive awareness of safeguarding issues that contributes to children feeling safe and secure at the setting. Staff receive regular up-to-date training on safeguarding. There are extensive recruitment and vetting procedures in place, which help to safeguard children. Children display an excellent awareness of safety issues, they understand how to keep themselves safe. Security of the premises is excellent and the use of a keypad and fingerprint entry ensures that no one enters the premises unsupervised. Clear accident and medication records are kept and shared with the relevant parents on the day. All necessary written parental permissions are in place.

Resources are easily accessible and in good condition, most are made of natural materials such as wood. Resources that reflect diversity are limited, however staff use effectively what they have available to help children learn about the diversity within the community. Staff have clearly identified this as an area that requires development on their action plan for future development. Staff offer good support for children who have special educational needs and/or disabilities and those for whom English is an additional language. Excellent partnerships with parents have developed. Detailed information is shared with parents about their child's day and learning and development. Learning journals are regularly shared with parents. Parents spoken to, are extremely happy about the care provided, the layout of the premises and the access to the outside space. All parents spoken to are aware of their child's key person. Highly inclusive systems of communication ensure a consistent and productive partnership with parents and carers, which results in strong levels of engagement with the settings work.

This is the settings first inspection at the new premises. Both the management and staff have contributed regularly to the self-evaluation process. They realise this is an on-going process and areas to improve are well targeted to benefit the children. All staff are enthusiastic, work well together and demonstrate a drive to improve and provide high quality childcare.

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

Children are very happy, confident and have good self-esteem. They demonstrate they feel safe and secure on the premises. Children's individual needs are met well by the caring staff. Children take part in a wide range of activities that are both child and adult-led. Children enjoy role play, construction play and interact well with each other and the staff. Older children enjoy playing in the sand and enjoy exploring it's different textures as water is poured in and they can build

sandcastles. The youngest children are offered plenty of reassurance as they play, by the calm, caring staff. Younger children enjoy playing with musical instruments, banging and shaking them and lovely interactions with the staff means children are beginning to develop their language skills, and an understanding about how to share and take turns.

Older children have regular access to writing materials and as a result, they are beginning to develop early writing skills. All children have access to books, but the areas in most rooms where the books are stored are uninviting for children. This means that the children do not freely go to look at books alone. In the preschool room, books are piled on a shelf and children can not easily see the variety on offer. In the younger children's room, books are in a box and therefore the children are only able to access the top one, easily. Children are well behaved and understand the rules of the setting well. They all take their shoes off before entering rooms, which helps to maintain the cleanliness of the setting. Children also remind their parents' they are not allowed to wear shoes in the nursery rooms. Staff also do not wear shoes, this helps to keep the areas clean.

Younger children sleep according to their needs and have excellent opportunities to explore the outside spaces. Both older and younger children enjoy playing in the rain and understand they are able to play outside if suitably dressed. Older children get their wellingtons and waterproof coats and thoroughly enjoy playing in the rain. Children enjoy splashing in the puddles, feeling the rain falling on their hands and listening to the sounds of it running down the poles of chains. Children are able to wander freely between inside and outside, but understand about taking off shoes before coming inside. Children are beginning to understand about good personal hygiene practices and the staff are good role models. Children sit well to eat at snack and meal times, although older children help with setting tables, preparing snacks and washing up their cups and plates. At times staff pour children's drinks for them. The children develop and learn well because of the conducive environment they are in and their physical, emotional wellbeing needs are met well.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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