

Sixpenny Nursery & Pre School

Old Farrowing House, Roundway Business Centre, Devizes, Wiltshire, SN10 2LT

Inspection date	14/05/2013
Previous inspection date	11/06/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children settle well and engage in a broad range of activities, planned by staff.
- Children easily chose what they want to play with, owing to the way staff plan the well laid out rooms to promote children's independence.
- Children benefit from daily outdoor play and particularly enjoy exploring in the wooded area with encouragement from staff.
- Staff build positive relationships with parents and regularly share information with them, which helps them meet children's individual needs well.

It is not yet good because

- Children's safety is not fully secured as the leadership team does not always follow required procedures as required for reporting and recording concerns.
- There are few suitable resources for use by the more physically coordinated children in each age group to develop their climbing skills as well as possible.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector talked to a number of staff, parents and children.
- The inspector observed activities throughout the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector undertook discussions with the manager, area manager and with the provider.
- The inspector sampled documentation including children's records, policies and procedures.

Inspector

Karen Prager

Full Report

Information about 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 two 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 6pm each weekday, all year round except for Bank Holidays.

There are currently 96 children on roll in the early years age range. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery supports children who have special educational needs and/or disabilities and those for whom English is an additional language. There are currently 11 staff, including the manager, who work with the children. Of these, nine staff are suitably qualified. This 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 3 childcare qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the policy and procedures for safeguarding children are in line with the guidance and procedures of the Local Safeguarding Children Board, including the way in which relevant records are kept, so that any concerns regarding allegations against members of staff are investigated and recorded as required.

- ensure all staff understand and follow the safeguarding policy and procedures.

To further improve the quality of the early years provision the provider should:

- extend the programme for children to move in a broad range of ways, such as by providing more challenging climbing facilities to meet the needs of the more athletic children in each age group.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide a welcoming environment. Children are happy and content and enjoy their time at the nursery. Younger children are quickly settled when they arrive and are ready to learn. They enjoy the variety of toys available and investigate the different textures and noises they make. Staff understand that children learn through their play and the daily routine has a good balance of adult directed and child led activities. Children move freely around their rooms and learn to choose what they want to play with. Children understand how to use the computer and concentrate as they complete a game, using the mouse competently. Activities are planned around children's interests and focused adult initiated activities are planned to encompass individual children's next stages in learning. Observations and photographic evidence are collected by all staff and included in each child's learning record. Staff use tracking sheets showing how children are progressing in the different areas of learning, and this is also used to identify any gaps in children's progress. As a result, staff are able to close these gaps.

Staff sit with children and engage in conversations with them. For example, they talk about the ingredients they need for the play dough they are making. They adapt speech for young children and speak clearly, repeating words which helps those who are developing English to learn the names of objects. Staff follow a special programme for developing speech, language and communication skills with the pre-school children and report a significant improvement in children's skills in these areas, which helps prepare them well for the move to school. Children are learning to make decisions about their play. They say if they do not want to play with the game set out for them, and the member of staff helps children to decide what else they want.

Children become aware that written words have meaning as adults sit and read books with them. Children's mathematical skills are developing well, they talk about how full the containers are, and consider shape when they connect pieces of puzzles and train track. Children create imaginary, role-play games when they play outside and enjoy pretending to be monsters as they run through the bushes. Younger children practice jumping along the foam mats. Older children have a weekly sports session where they practice kicking and throwing a ball; children who do not attend this session use similar resources to learn the same skills. While all children progress well in their physical development, staff do not provide appropriate resources to encourage children to climb to the best of their ability in each age group.

Staff regularly assess children's development. They keep a record of their progress and the next stages they have identified for children's development. These are shared with parents together with ideas for supporting children at home. This means parents are kept involved in their children's progress. Parents state they have seen their children make good progress during their time at the nursery. The nursery staff have implemented the two-year-old progress check, and documentation for this is in place and shared with parents.

The contribution of the early years provision to the well-being of children

The nursery provider has an effective 'key person' system, where children have a specific staff member to care for them, to help children settle. Staff help the children to have a smooth settling in period when they first join the setting. Children are supported well by staff, so they become confident in their daily routines. When they move to a different room in the nursery children spend several short periods becoming familiar with the staff and room in preparation for the transfer. Staff talk to children about school routines and uniforms to help to prepare the children for a successful move to school.

Children begin to understand about keeping themselves safe, for example, when they talk about making fires in the wood. Younger children watch the older children play from the security of their separate garden. Suitable systems are in place for behaviour management. Children behave well and are learning to share and take turns. They respond promptly when staff remind them not to climb on the cots. Children are developing positive relationships with each other and interact well together. Staff are aware of suitable methods of behaviour management; for example, using positive support rather than physical punishments.

Children learn about good hygiene practices and healthy lifestyles. Staff develop children's independence and offer gentle support as they change their own footwear when they go in and out of the building. Staff encourage the children in good hygiene routines. Children develop independence in managing their toilet requirements. A good variety of healthy and nutritious meals, which are cooked at an associated nursery, are provided at this nursery. The children benefit from the carefully balanced menu offered. Children enjoy being chosen to assist in laying the table for meals. They show that they know about matching a cup to each set of cutlery.

Staff make good use of available resources. The indoor and outdoor play areas are well organised, so children take part in a wide variety of activities, although more are required to develop some physical skills. Overall, the outside play area has a range of resources to stimulate the children's interests and provide opportunities for learning and enjoyment. The older children help to care for living things, such as the nursery's pet rabbits when filling up water bottles.

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

Overall, the provider demonstrates an appropriate understanding of the requirements for the Statutory Framework for the Early Years Foundation Stage. This inspection was brought forward following concerns received about how well the staff follow some child protection procedures. This inspection has found that the manager did not follow the correct procedures when allegations were made about a member of staff. This means that all necessary steps to protect children had not been taken, so an action have been set. Nevertheless, the management has a strong determination to provide high quality care. All

staff complete training in safeguarding children soon after they start working in the nursery as part of their induction and this knowledge is updated on a regular basis. Appropriate vetting checks are carried out so that staff are cleared as suitable to work with children.

The management team show a thorough knowledge of the learning and development requirements. Staff demonstrate a good understanding of how children learn. The clear leadership of the senior managers helps to run the nursery smoothly, as well as to monitor and develop the quality of the provision. Staff practice is monitored on an ongoing basis by the manager. Annual appraisals of their work are carried out and a system for interim supervision meetings is being established. The views of parents and staff about the quality of the provision are taken into account. Regular staff meetings and supportive management mean that the views of staff are readily shared. The manager works closely with the provider to identify areas for improvement and take appropriate action.

Partnerships with parents are strong and they speak highly of the care and support that the children receive. Staff are proactive in sharing information about children's development with other early years settings which the children attend. They welcome visits from children's other 'key workers', such as their childminder. Partnerships with other professionals are also well established to meet the needs of all children. These contribute well to consistency in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY439647
Local authority	Wiltshire
Inspection number	918247
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	66
Number of children on roll	96
Name of provider	Sixpenny Limited
Date of previous inspection	11/06/2012
Telephone number	01380 730438

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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