

Sibton Nursery School

Sibton Nursery School, Yoxford Road, Sibton, SAXMUNDHAM, Suffolk, IP17 2LU

Inspection date	25/02/2014
Previous inspection date	01/11/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- A very well-established key person system and effective settling-in procedures promote good partnerships with parents and help all children develop strong attachments to staff and become emotionally secure.
- Children are active and enthusiastic learners who are confident to explore their own ideas. Well-established routines and group activities provide effective opportunities for children to develop the keys skills to prepare them for school.
- The manager leads by example and uses very good teaching strategies to encourage children's critical thinking skills. As a result, children confidently share their own thoughts and ideas and make good progress in their learning and development.
- Children are safe and well-cared for in the nursery and have good opportunities to take age-appropriate risks while involved in activities that encourage them to explore their environment.

It is not yet outstanding because

- The manager does not always exploit all opportunities to share best practice and improve the already good levels of teaching in the nursery so that all staff consistently extend learning opportunities within children's play.
- There is scope to monitor the accuracy of children's learning journals so that they consistently provide an up-to-date picture of children's progress within each aspect of the areas of learning.

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 observed activities in the three playrooms and the outside learning environment.
- The inspector held meetings with the manager and conducted a joint observation.
- The inspector spoke to staff and children during the course of the inspection.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Gill Thornton

Full report

Information about the setting

Sibton Nursery School originally opened in 1996 and was re-registered in 2010. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and situated in a redundant Victorian school building in the village of Sibton, near Saxmundham in Suffolk. The nursery operates from two main playrooms and a separate baby unit. All children have access to an enclosed area for outdoor play. The nursery serves the local area and is accessible to all children. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above, including the manager who has Qualified Teacher Status.

The nursery opens Monday to Friday all year round, apart from two weeks at Christmas. Sessions are from 8am until 6pm. Children attend for a variety of sessions. The nursery also provides a holiday club for children aged up to 12 years. There are currently 61 children on roll, of whom 29 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a small number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- raise the quality of teaching even further by ensuring all staff share best practice and consistently use conversations and skilful questioning to extend children's critical thinking skills
- review systems of monitoring the accuracy of children's learning journals so that they consistently provide a complete and up-to-date picture of each children's progress towards the early learning goals.

Inspection judgements

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

Staff practice is based on a secure knowledge of how children learn and develop. The overall quality of teaching throughout the nursery is good. Children are provided with a wealth of open-ended play opportunities that encourage them to become confident and enthusiastic learners. Well-established routines and group activities provide effective opportunities for children to develop the skills and attitudes to prepare them for school. All

staff are knowledgeable about individual children's abilities and interests and plan a good range of interesting activities based on accurate observations of children's play. For example, in the baby room a young child's emerging interest in numbers and shapes is supported effectively while sharing a book and during water play. All children are working comfortably within the typical range of development given their starting points and capabilities. Assessment is used effectively to identify any gaps in children's learning and plan suitably challenging learning experiences so that all children achieve their full potential. Staff place high priority on promoting children self-esteem so that they are confident to explore their own ideas and express their views to others. On arrival, children cared for in the main nursery confidently select their name card and attempt to write their name as they 'sign in'. They eagerly greet staff and each other, confidently sharing their news and changing their library books which they share with their parents at home. They confidently choose their own activities and become engrossed in exploring their own ideas. A good balance of adult-led and child-initiated activities throughout the day provide children with a broad range of stimulating learning experiences both indoors and outside. For example, each week every child takes part in a well-planned cookery activity. Staff follow the written plans carefully to ensure they cover the planned learning intentions as children prepare and taste the ingredients while confidently offering their own ideas and suggestions as to what to do next. The manager leads by example, and demonstrates good questioning techniques, such as asking the children 'what did it feel like?' when they taste the mustard before adding it to their cheese straws.

Children are developing a love of books and all staff are skilled at sharing books and encouraging children's interest and participation during well-read stories. Children are very familiar with the routines of the day and eagerly take part in whole group activities. For example, they enthusiastically engage in a music and movement session. The manager employs good teaching strategies so that the children learn to make space so that they can all move freely and safely while dancing together and copying the actions. Children access the stimulating outdoor area regularly during the day regardless of the weather. When it is wet or muddy they dress in weatherproof suits and wellington boots before going outside. They enjoy a wealth of open-ended activities and resources, such as the 'mud kitchen'. This area is well-resourced with various cooking utensils and inspires children to experiment and use descriptive language. For example, a child describes how she is making 'lemon porridge' while mixing together water and wood shavings. The builder's area provides large scale digging and construction opportunities and children freely add their own choice of resources and independently fetch water in a bucket from the water butt. As a result, children become independent learners and are very well-prepared for their future lives.

Families with children who speak English as an additional language are valued members of the nursery. For example, children become animated when sharing their home customs and festival within the nursery. As a result, all children learn to value their own cultures and beliefs and those of others. Parents praise the nursery for supporting their decisions about when their child is ready to start school. Detailed information is gathered from parents when children first start at the nursery to enable staff to successfully build on their prior learning experiences. Ongoing open dialogues ensure information is shared successfully to support children's learning and development. Parents are able to access their child's learning journal at any time as they are kept in children's individual storage

trays. However, because staff do not always regularly update them with information recorded in their notebooks they do not always provide an accurate picture of children's current achievements.

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

Highly effective settling-in procedures ensure children quickly form strong attachments to their key person. Home visits are carried out before each child starts and provide valuable opportunities for children and their families to become familiar with their key person and nursery routines. During home visits children are given a small nursery soft toy, which is theirs to keep and take with them to nursery for comfort. Information about the Early Years Foundation Stage and a personalised book containing photographs of their key person and other nursery staff provide a wealth of comfort to children and parents. Flexible induction visits reassure both children and parents and help children to separate and ensure they are emotionally prepared for the move to nursery. Well-established routines are followed to share information about children's care routines. Young children's transitions into the next room are well-managed and involve parents and key persons in deciding when a child is emotionally ready. The manager visits all the schools that children will be attending to share information about children's achievements and individual learning styles. Parents comment that the manager does all she can to ensure the move to school goes as smoothly as possible.

Children play together well and form close friendships with their peers while sharing ideas and taking turns with popular resources, such as a remote control dinosaur. Staff are good role models and provide clear and consistent guidance for children about what is acceptable behaviour. As a result, children behave well and willingly carry out small tasks, such as helping tidy up, with confidence and consideration for others. Children are well supervised and have meaningful opportunities to take age-appropriate risks in a safe environment. For example, in the baby room children learn to negotiate a small flight of wooden stairs either on their bottom or holding on to the child-height hand rail. Staff supervise them well especially when they use the alternative route into the conservatory using the small slope. Any small bumps are dealt with sensitively while encouraging the child to become confident in their growing physical abilities.

Children in both areas of the nursery are provided with well-maintained and age-appropriate furniture and equipment. All areas are safe and secure and children are able to move around in comfort and safety while independently accessing toys and activities. Children have many opportunities to develop their self-care skills and learn about healthy lifestyles. Meals and snacks are healthy and nutritious and contain plenty of fresh fruit and vegetables. They are cooked onsite by the nursery cook and locally sourced when possible. Children have good opportunities to learn where their food comes from. For example, children visited the local butcher that supplies the nursery with meat and made their own sausages. Snack time is well-organised and allows children to take responsibility for their own needs. They select a cup and plate from a trolley and confidently spread their own crackers and cut up their own fruit with safety knives. When they have finished they know to put their dirty utensils onto the tray ready to be washed up. At lunchtime,

children eat well and serve themselves vegetables. Staff eat with the children to set a good example and discuss food that is good for them. Children from a young age follow appropriate hand washing routines and they learn good table manners. All children have many opportunities for physical play both indoors and outside in the fresh air.

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

Arrangements for safeguarding children in the nursery are good. Any incidents concerning children's health and safety are reviewed and updated to ensure children's well-being. Following a recent incident at the nursery when a child became unwell, Ofsted issued a notice to improve which asked the provider to ensure appropriate action is taken when a child is ill; with particular regard to contacting emergency services without delay. Ofsted also issued a warning letter for failing to notify Ofsted that a child became seriously ill whilst in their care. A detailed response was received detailing the improvement made to procedures. The inspection found that the provider has taken effective measures to ensure nothing similar happens again. Policies and procedures now clarify the action to take if a child becomes unwell and the need to call an ambulance without delay. The majority of staff hold current first aid certificates and health care plans are in place to meet children's individual medical needs. Staff are confident in their responsibilities to protect children and the action to follow if they have any concerns about a child's welfare. The manager is the designated lead for safeguarding and has a clear understanding of her role. Robust recruitment procedures are followed to ensure staff are safe and suitable to work with children. The required documentation is in place and accurately completed to support children's care and welfare.

The manager is a dynamic teacher who leads by example. She works hands on in the nursery sharing her expertise and experience with her dedicated staff team. She monitors the planning and delivery of educational programmes to ensure children receive a depth and breadth of stimulating learning experiences to promote their progress. Effective arrangements for performance management are in place and all staff have access to regular training to improve their knowledge and skills. The manager and deputy have both attended leadership training to help them support staff and provide supervision to focus on improving the quality of teaching. However, there is scope to make great use of peer observation so that staff benefit from sharing best practice to enable them to fully exploit teaching opportunities and encourage children to think critically and work things out for themselves.

Improvement plans take account of the views of parents, staff and children. Self-evaluation is successful in identifying areas for development to support children's ongoing achievements. Since the last inspection, the biggest improvement to the nursery has been the addition of a purpose built baby unit. This well-planned area is a successful addition to the nursery and provides greater scope and flexibility for parents. Questionnaires are used to gather parents' views on way they nursery could improve. Children are confident to express their views and the manager introduces effective strategies during whole group activities to help children learn that they have 'a voice' and can influence decisions.

Partnerships with parents, external agencies and other providers are well-established and make a strong contribution to meeting children's needs. Appropriate interventions are secured so that all children, including those with special educational needs and/or disabilities, receive consistent targeted support to promote their progress. Parents provide very positive comments about the progress their children have made since being at the nursery.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY403549
Local authority	Suffolk
Inspection number	951477
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	47
Number of children on roll	61
Name of provider	Theresa Ruth Dummett
Date of previous inspection	01/11/2010
Telephone number	01728 660200

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

