

# Sixpenny Daycare

Smiths Barn, West Street, Aldbourne, Marlborough, Wiltshire, SN8 2BS

<b>Inspection date</b>	08/05/2014
Previous inspection date	21/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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		2
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are happy, settle well and they demonstrate positive behaviour throughout the day.
- Babies and older children have regular opportunities for outdoor play and learning.
- Children enjoy playing with a broad range of toys, resources and activities that promote their development and support their readiness for the next stage of their learning.

### It is not yet good because

- The nursery has not kept Ofsted informed about changes to the manager.
- Staff are not provided with robust supervision systems to monitor their performance and offer personal support, coaching and training in order to enhance their skills and the outcomes for individual children.
- Staff deployment is not always effective, in particular during lunch periods to support children's needs.

## 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 met with the management team to discuss the nursery provision.
- The inspector observed children in their play and in their interactions with staff.
- The inspector conducted a joint observation with the acting manager.
- The inspector read the nursery's self-evaluation and took this into account.
- The inspector sampled the nursery's documentation and children's development records.

## Inspector

Aileen Finan

## Full report

### Information about the setting

Sixpenny Daycare registered in 2002 and is one of four nurseries owned and run by the same provider. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from four rooms in a purpose-built provision in Aldbourne, near Swindon in Wiltshire. The nursery is open each weekday from 7.45am until 6pm all year round, except for bank and public holidays. All children share access to an enclosed outdoor play area. There are currently 61 children in the early years age range on roll. The nursery employs nine members of staff including the manager. Of these, seven staff hold appropriate early years qualifications. There are two staff working towards a childcare qualification.

### What the setting needs to do to improve further

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

- provide staff with effective supervision offering support, coaching and training in order to enhance the outcomes for children and foster a culture of mutual support, teamwork and continuous improvement for the nursery
- improve the deployment of staff so that children are supervised effectively at all times.

### Inspection judgements

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

Children enjoy their activities and toys, and they play together happily. Staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. They use what they know about children when they start to build on their observations and ongoing assessments to help children make good progress. Staff use these observations to plan for children's next steps, which are incorporated into planning and through focussed activities. Staff maintain a tracking system to plot children's achievements and compile summary sheets to share with parents at parent meetings. As a result, overall children are making good progress in relation to their starting points and demonstrate readiness for the next stage of their learning.

Children are excited to join in with a movement to music session. They greet the provider warmly on her arrival and listen to the instructions the dance teacher gives them. Children are eager to take part. They use wands to make believe being fairies that are stretching and standing on tip toe to the music. The children pretend to sleep, wake up, stretch, roar and then walk quietly, or bounce like kangaroos. This helps children to be confident in

taking part and being part of a group as well as developing their spatial awareness and coordination.

There are various displays around the nursery that help children to see what they are learning. For example, the displays help children to think about the everyday shapes they see and how they can identify these. Other displays help children to recall the gingerbread man story and how they have made gingerbread. There is also a display about using wood, with its own risk assessment completed by children, to support how they think about safety during their play and learning. Children can work at the workbench to express their creativity and have made pictures from different types of wood and twigs from trees that they have collected.

Toddlers have fun digging in the pit filled with sawdust. They use spoons, cups and small trowels to explore and find out what is buried within it. Other toddlers develop their relationships with staff by doing puzzles together and talking about the pictures and how to fit the puzzles together. Overall, staff are confident in their teaching and interaction skills. They engage well in what children do independently and promote children's communication effectively. For example, some staff interact with pre-school children as they enjoy role play outdoors. They build and extend children's play and the characters that children invent. This good practice supports children's language, communication and social skills well.

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

Children have warm relationships with the staff and key persons who care for them. Babies and toddlers receive lots of cuddles during the day so they feel emotionally secure. Parents speak positively about how their babies make attachments and emotional bonds with those caring for them. Children are engaged in what they do. They demonstrate that they understand the routines of the day and staff expectations. They behave very well and therefore show that they feel safe and content.

Children enjoy a broad range of activities and play resources that promote their learning in all seven areas, both indoors and outside. They are encouraged to be independent according to their age and ability. For example although staff help with zips and buttons, children are confident to change in and out of shoes and boots as they go out to play. The outdoor environment is under refurbishment and now provides a covered area for children to play in. Other professional providers offer football coaching and movement to music sessions that further promote children's agility and coordination and support how they listen to instructions.

Babies and toddlers have plenty of space to move about, which promotes their physical development well. They take their naps roughly according to their needs and on waking, are given time to adjust and therefore be ready to return to their play. Staff record babies and toddler's sleep times, nappy changes and meals in a daily diary to share relevant information with parents, showing how they are caring for children's welfare needs.

The nursery provides nutritious snacks and meals. These are prepared in the nursery kitchens. Meal times are sociable occasions; however, older children sometimes have to wait a lengthy time for their meal to be served. They busy themselves singing songs to one another or introducing their friends to the inspector during this time, showing their good behaviour. Children pour water for themselves, which further demonstrates their self-awareness, confidence and independence. Staff understand and adhere to children's dietary needs and allergies. Children also have access to the nursery allotment and grow produce outdoors, which means that they start to understand not only how food is produced but how it grows.

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

The leadership and management of the nursery have failed to meet some requirements of the Early Years Foundation Stage. There have been various changes to the manager of the nursery since the last inspection but the provider has failed to notify Ofsted of when managers leave and change roles. This is a breach of a safeguarding and welfare requirement. While there are effective systems in place for recruitment and induction of new staff, and there are sufficient qualified staff, practice to support staff in their roles is not effective. Supervision does not focus robustly on effective coaching, training and support and centres too much on dealing with minor issues between staff. Therefore, the management of the nursery are not able to help staff to be more effective in promoting the outcomes for individual children. Nevertheless, staff do attend meetings each month, some training is cascaded down and trainees are provided with support as they complete childcare qualifications. Staff turnover does not adversely affect the care of children and regular cover staff are provided when needed. Appraisals are conducted, but these are not purposeful in identifying areas to improve in order to raise standards in the nursery provision. Staff deployment is weak at times. This is most evident during lunchtime when staff leave children waiting for their meals because members of the management team, who are meant to be in ratio, do not fulfil their roles. This means that at times children are briefly unsupervised in the room as a staff member completes a nappy change. Nevertheless, children demonstrate that they understand the routines of the day. They wait patiently, talk together and behave well.

This inspection took place because of a complaint made to Ofsted that highlighted concerns about the frequency of nappy changes and the information provided to parents in relation to toilet and potty-training routines. The management team have acted on concerns made in this respect and have new systems in place to better meet the individual needs of children regarding toileting and nappy changing to support their health and comfort. The nursery implements robust policies and procedures, which they share with parents so that they understand the procedures that support children's health and well-being. Staff adhere to these procedures appropriately during the day. Risk assessments of the environment both indoors and outside promote children's safety well. Staff complete daily checks of the environment to ensure it is safe and to maintain an acceptable level of cleanliness. As a wider part of their reflection process, the nursery has been proactive in evaluating their priorities and can identify some of their strengths and plans for future

improvement. These plans have included a covered area so that babies and toddlers in particular can play outdoors regardless of the weather.

Staff demonstrate an appropriate understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff complete child protection children training as part of their robust induction and most have completed further training from an independent source to help them in their protection of children. They demonstrate a secure understanding of the procedures to take if they have a concern about a child in their care to help keep them safe. Staff supervise children appropriately both indoors and outside. They are supportive in helping children to be aware of their own safety as they play, in particular in offering guidance when climbing or using tricycles outdoors.

Staff have a good understanding of the learning and development requirements for the Early Years Foundation Stage overall. The acting manager has assessed reviews of how observations and assessments are completed since taking on the role and this has brought about more consistency throughout the nursery. Staff know the children well and demonstrate a good understanding of children's backgrounds and interests. Staff demonstrate that they are able to plan effectively for children's next stages of their learning and make timely interventions when needed to promote equal opportunities and inclusive practice.

There are some established partnerships with other professionals, such as speech therapists working with children to support their specific needs. The partnerships with a selection of feeder schools are also well established to help children when they move on to school. Parents are overall positive about the care their children receive. They explain that staff are supportive and that their children settle well and are happy to attend. Parents are also making a contribution to children's learning journals and provide staff with wow moments that explain for example that their child has enjoyed a trip to London, or walked all the way home from nursery for the first time, or enjoyed their first swimming lesson. This practice helps staff to understand more about what children do at home and their emerging interests to support their future planning and children's needs. Staff provide appropriate feedback to parents and meetings can be arranged to speak more confidentially to parents when needed. Staff understand the necessity to maintain confidentially at all times.

### **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

<b>Unique reference number</b>	EY263887
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	968356
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Sixpenny Limited
<b>Date of previous inspection</b>	21/07/2009
<b>Telephone number</b>	01672 541 730

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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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