

Best Start at Sinfin

SINFIN CHILDREN AND YOUNG PEOPLE'S CENTRE, 345 Sinfin Lane, Derby, DE24 9SF



Inspection date

15 October 2015

Previous inspection date

9 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers demonstrate a strong commitment to improving outcomes for children. They have taken positive action to improve their practice since the last inspection. Children's learning is frequently assessed and practitioners carefully track their progress so that any area where additional support is required is quickly identified.
- Practitioners are good role models. They speak to children in a calm and respectful manner, helping them to understand how to manage their own behaviour and make friends. Children enjoy a close and caring relationship with their key persons, resulting in children feeling settled, secure and ready to learn.
- The quality of teaching is good. Improvements to observations, planning and assessments provide a clear picture of children's good progress and next steps for their learning. Practitioners plan a broad range of activities, both indoors and outside, linked to children's interests.
- Practitioners place a strong focus on promoting children's personal, social and emotional development. They encourage children to try new activities and develop their skills by boosting their confidence and self-esteem with positive praise.
- Partnerships with parents, local schools, agencies and other providers work well and make a positive contribution to meeting children's needs.

It is not yet outstanding because:

- The nursery does not gain detailed information from all parents about their children's development at home so that a more consistent approach to their learning can be established.
- Practitioners do not provide as many opportunities for children to learn about people and communities beyond their immediate experience.

What the setting needs to do to improve further

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

- strengthen opportunities for all parents to share what they know about their children's progress at home so that an even more effective shared approach to their learning and development is promoted
- continue to build on opportunities for children to learn about people, communities and the wider world.

Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and providers. The inspector looked at a sample of policies, children's learning and development records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with the children and the nursery's improvement plans.
- The inspector took account of the views of practitioners and a small selection of parents and carers spoken to on the day of inspection.

Inspector

Jackie Nation

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers have a clear understanding of all legal requirements. Arrangements for safeguarding are effective. This is evident through good practices that successfully promote children's well-being and safety. Practitioners are vigilant and supervise the children well, ensuring that security systems are effective. The well-qualified practitioner team have a good knowledge and understanding of how children learn and develop. They use their knowledge, skills and reflective practice to continually provide good play and learning opportunities for all children. This ensures children are gaining the key skills needed in readiness for their future learning and the move on to school. Practitioners work closely with parents, other providers and agencies to ensure children's needs are met. Parents are provided with regular updates about how well their children are progressing in their learning.

Quality of teaching, learning and assessment is good

Practitioners have a secure knowledge and understanding of how to promote children's learning and development. During play they question, show, suggest and explain ideas to enhance learning experiences. They regularly review the learning environment to make sure activities and resources meet the needs of all children, including disabled children and those with special educational needs. Practitioners carefully organise activities to promote children's speaking and listening skills, for example, during group activities. Practitioners are clear about how to provide the best support for children who speak English as an additional language. They speak clearly to the children and find out some key words and phrases in each child's own language to help them make good progress. Children develop their imagination and language skills during role play in the home corner and use their senses as they explore a wide range of creative materials.

Personal development, behaviour and welfare are good

Children's health and well-being is given good priority and their emotional development is supported successfully. Children grow in confidence and develop independence in this welcoming environment. The enthusiastic and caring practitioner team ensure children's individual personalities and family backgrounds are known and planned for. Practitioners have a nurturing and friendly rapport with the children. They show that learning, sharing and making friends is fun. This helps children develop the skills needed for their next stage in learning and the move on to school. Good attention is given to encouraging children to adopt a healthy lifestyle. Children enjoy a range of fresh fruit and vegetable snacks and have very good opportunities to spend time outdoors, which they thoroughly enjoy. This promotes their well-being and they benefit from being in the fresh air.

Outcomes for children are good

Children make good progress in their learning in relation to their starting points. This includes children who receive funded early education. They develop good independence and self-care skills in readiness for the move on to school. Children make choices about their play and learning and are developing confidence to express themselves and share their views.

Setting details

Unique reference number	EY467568
Local authority	Derby, City of
Inspection number	1020786
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	23
Name of provider	Best Start Childcare Ltd
Date of previous inspection	9 June 2015
Telephone number	07841911628

Best Start at Sinfin Nursery was registered in 2013. It operates from Sinfin Children and Young People's Centre, in Sinfin, Derby and is one of two settings owned by Best Start Childcare Limited. The nursery employs three members of childcare staff, two of whom hold appropriate early years qualifications at levels 5 and 6, including one with Early Years Teacher Status. The nursery opens from Monday to Friday, during term time. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children, those with special educational needs and those who speak English as an additional language.

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