

Inspection date	12 April 2016
Previous inspection date	14 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Managers and staff monitor information on children's ongoing progress well. Any gaps in learning are easily identified so children can receive support to ensure that they make good progress in their learning and development.
- Managers support the well-qualified staff to update their professional knowledge. This has a positive impact on children's learning outcomes. For example, staff have refreshed their knowledge in delivering programmes to promote children's communication and language skills.
- Children have good opportunities to practise their physical skills outdoors. For example, they access rugby and football sessions and explore and climb in the woodland area.
- Children behave well and staff are good roles. For example, they promote 'golden rules' to help children understand how to take turns, share and be kind to others.
- Staff work in partnership with parents effectively to support children's learning and development. For example, they make up parent packs to support parents at home with advice on behaviour management, self-care skills, and aspects of learning.

It is not yet outstanding because:

- Children in the baby room do not have enough opportunities to explore the environment to support their developing sensory skills.
- On occasions, staff do not make the most of all daily routines to fully promote children's independence.

What the setting needs to do to improve further

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

- strengthen further the opportunities for children to explore their senses, particularly in the baby room
- make the most of everyday routines to extend and promote children's independence further.

Inspection activities

- The inspector observed the activities and the quality of teaching throughout the setting.
- The inspector held discussions with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, self-evaluation, observations of children's learning, assessment and planning records, and documentation linked to the monitoring of children's progress.
- The inspector conducted a joint observation of staff practice with the manager.
- The inspector took into account the views of parents spoken to on the day.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Managers have good systems in place to evaluate the quality of the provision. They have successfully addressed the areas for development identified at the previous inspection. For example, they now have effective systems in place for reporting concerns regarding children's welfare. Safeguarding is effective. Managers ensure that staff are suitably checked to work with children. Staff have training to develop their awareness and confidence in child protection issues. They know the procedures to follow if they have concerns about a child's welfare. Recruitment procedures are robust, with effective processes for staff to become familiar with their roles and responsibilities.

Quality of teaching, learning and assessment is good

Staff use their effective assessments of children's achievements and individual interests to plan for their future learning. They support children to explore and investigate the natural world. For example, during play in the woodland area children enthusiastically hunted for 'minibeasts'. Staff promoted discussion with children on insects' favourite environments and the differences between centipedes and millipedes. Staff provide children with interesting experiences. For example, parents come into the setting to talk about their different occupations, such as dental nurses, librarians, fire and military personnel, to help children's understanding of people who help them. Babies are helped to develop good communication and language skills. For example, staff are enthusiastic in promoting rhymes and songs and extend the words babies speak into sentences.

Personal development, behaviour and welfare are good

Children have secure relationships with the staff and they feel safe and self-assured. Staff offer children praise for their achievements, which helps to promote their self-esteem and confidence. Children learn about developing good health routines. For example, they brush their teeth daily in the setting. Children's emotional well-being is supported well by staff. For example, older children have good opportunities to explore light, moving colours and a variety of textures in the well-resourced and relaxing sensory room. Children develop an early understanding of healthy lifestyles. For example, they grow vegetables in the garden and enjoy eating their produce in nutritious meals.

Outcomes for children are good

Children have good opportunities to learn through exploration and discovery. They develop good early literacy skills. For example, they show great interest in writing their own names and those of their friends. Younger children gain pre-writing experiences through making marks in mud with sticks and other resources. Children remain engaged for good periods of time in activities that interest them. They make good progress and are effectively supported to develop the key skills needed for when they start school.

Setting details

Unique reference number	EY439647
Local authority	Wiltshire
Inspection number	1028625
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	72
Number of children on roll	133
Name of provider	Sixpenny Limited
Date of previous inspection	14 May 2013
Telephone number	01380 730438

Sixpenny Nursery and Pre-school is located in Devizes, in Wiltshire. It 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. The nursery opens from 7.45am to 6pm each weekday, all year round except for bank holidays. The nursery receives funding to provide free early education for children aged two, three and four years. There are currently 18 staff, including the manager, who work with the children. Two members of staff hold Early Years Teacher Status, eleven hold relevant early years qualifications at level 3, and two staff hold qualifications at level 2.

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