

Sawtry Day Nursery

Sawtry Village Academy, Fen Lane, Sawtry, Huntingdon, Cambridgeshire, PE28 5TQ



Inspection date

16 June 2016

Previous inspection date

27 May 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The highly experienced nursery manager has led the setting for a very long time. She is an exceptionally reflective practitioner, who is extremely knowledgeable about child development and has an excellent overview of the nursery, staff practice and quality of teaching.
- Leaders and managers work extremely well with other professionals and provide high levels of support for the children and families who need it most. Children who have special educational needs or disability are fully included and valued.
- Exceptional priority is given to children's personal, social and emotional development. Consequently, they make rapid progress in their learning and establish a strong sense of emotional and social well-being.
- Partnerships with parents are outstanding. Families enthuse about the high-quality service their children receive. Home visits are employed to establish children's starting points. Therefore, parents are completely involved in their children's learning from the very beginning.
- Staff are highly responsive to the needs of all children. As a result, children flourish in the nursery. They are highly inquisitive and self-motivated learners. For example, children meander through the willow tunnel with their binoculars and self-made bird catchers in search of specific birds.
- The nursery has established strong links with the community and participates in local events, such as the carnival. Local members of the community are invited to share their experiences with the children. For example, the children thoroughly enjoyed a visit from a footballer, acquiring ball-control skills and learning new techniques.

What the setting needs to do to improve further

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

- monitor precisely the use of information gained from assessments to evaluate the impact of effective teaching in sustaining high levels of achievement.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the children's play and planned activities, both indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector viewed a range of policies, planning and children's assessment records.
- The inspector checked the evidence of the suitability and qualifications of staff working with children and discussed the nursery's self-evaluation.
- The inspector took into account the views of the children, parents and staff spoken to on the day of inspection.

Inspector

Marie Walker

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager recognises that the development of staff's knowledge and skills is critical for continuous improvement. Leaders are highly proactive in reviewing the quality of their provision. For example, the manager recognises the value of strengthening the monitoring systems. Leaders astutely evaluate the impact of staff practice through supervision meetings. The training staff attend is carefully targeted to improve outcomes for children. The arrangements for safeguarding are effective. Rigorous recruitment and selection procedures ensure that staff are safe and suitable to work with children. Children's welfare and well-being are prioritised. The numbers of staff are often increased to provide exceptional support for children who have special educational needs.

Quality of teaching, learning and assessment is outstanding

Staff intuitively interact with children in their play and employ skilful questions, such as, 'I wonder if?' and, 'What do you think?' This enables children to develop their thinking and problem-solving skills. The pre-school children eagerly participate in planned activities, such as a lotto game, to promote their listening and attention skills. Children confidently boast, 'I've got the most' and, 'I only need two more to win,' demonstrating their impressive mathematical abilities. Staff invite children to make scientific discoveries as they investigate the properties of ice. Children test their ideas and make predictions, increasing their knowledge that water can be a liquid and a solid. Staff competently use an extensive range of resources to aid children's communication. For example, babies and toddlers use sign language alongside spoken language to help the development of speech. Staff consistently praise and value children's efforts. This builds children's confidence and motivation to persist at challenging activities.

Personal development, behaviour and welfare are outstanding

The key-person system is effective. Children form close relationships with the staff. For example, during a mini-beast hunt, the children excitedly run over to a member of staff to celebrate their findings. There are high expectations for behaviour. Staff support children to share and take turns. Children independently serve themselves during mealtimes and engage in rich conversations. As a result, they develop exceptional social skills. The highly stimulating outdoor environment gives ample opportunities for children to be active. Children challenge their physical skills using a variety of bikes and trikes. Children grow their own vegetables, which enables them to learn about growth, decay and change over time. Children's health and welfare are very positively promoted.

Outcomes for children are outstanding

Children make excellent progress in this all-inclusive environment. Children who have special educational needs are provided with sharply focused support to ensure any gaps in development are narrowing. Children are intrinsically motivated and enjoy initiating challenges for themselves. They show high levels of concentration and involvement and are exceptionally well prepared for the next stage in their learning.

Setting details

Unique reference number	221580
Local authority	Cambridgeshire
Inspection number	854585
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 - 5
Total number of places	38
Number of children on roll	68
Name of registered person	Sawtry Day Nursery Ltd
Registered person unique reference number	RP902206
Date of previous inspection	27 May 2011
Telephone number	01487 832501

Sawtry Day Nursery was registered in 1993. The nursery operates from premises in the grounds of Sawtry Community College. The nursery is open all year round from 7.45am until 6pm, Monday to Friday. It employs 15 members of childcare staff. Of these, one holds a qualification at level 5 and 13 hold a qualification at level 3. The manager holds a qualification at level 4. The nursery supports children who have special educational needs or disability. The nursery provides funded early education for two-, three-and four-year-old children.

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