

# Smisby Day Nursery

Main Street, Smisby, Ashby-de-la-Zouch, Leicestershire, LE65 2TY



<b>Inspection date</b>	20 July 2016
Previous inspection date	26 August 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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

- The nursery is a place where children can explore and find out about the world through a variety of interesting and fun activities. Children feel secure and valued by the staff. As a result, children have strong attachments to their key workers and thrive in the caring atmosphere.
- Parents are positive about their children's nursery. Parents say their children are happy and well cared for and make good progress in learning.
- The nursery leaders and staff team are passionate about providing a safe, nurturing and enjoyable learning environment. Children are relaxed and happy. Children play well together and share their learning with each other and the adults who care for them.
- Children enjoy the wide variety of opportunities to 'get messy'. Whether this is outside in the water or in the baby room covered in cornflour paste and paint. Chances to explore and 'find out' abound in the nursery. Children are confident and unafraid to experiment and learn as a result.

### It is not yet outstanding because:

- The needs of the most-able children are not well planned for in reading and writing, particularly the pre-school children.
- Leaders' systems for tracking the progress of children are under developed. As a result, they are not able to plan for improvement as precisely as they should to ensure all children make the best progress they can.

## What the setting needs to do to improve further

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

- ensure adults challenge the oldest most-able children so that they make the accelerated progress they should, particularly in writing and phonics
- ensure outcomes for different groups and cohorts are tracked more closely so that leaders know where to target plans for improvement more precisely.

### Inspection activities

- The inspector observed teaching and the impact it had on learning and progress both indoors and outside.
- The inspector held meetings with nursery leaders and members of staff.
- The inspector checked the setting's arrangements to safeguard children.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation including policies and procedures.
- The inspector carried out four observations, one jointly with the deputy manager.
- the inspector took account of parents' views during the day.

### Inspector

Jan Connor

## Inspection findings

### Effectiveness of the leadership and management is good

The setting is led by highly committed and determined proprietors and nursery managers. Together with the staff team, they ensure the nursery is a harmonious and welcoming place for young children to learn and grow. Leaders ensure staff are well trained to care for the welfare and learning of children. Leaders check the effectiveness of training through careful monitoring and act quickly to resolve weaknesses. As a result, the quality of teaching has improved. Leaders have taken decisive action since the last inspection to improve the areas for development. This has resulted the appropriate sharing of children's learning and welfare needs among the staff. As a result, children at Smisby make good progress in learning. Safeguarding is a high priority. Leaders ensure staff adhere to the clear systems for child protection. Leaders are quick to contact the appropriate external agencies should concerns arise.

### Quality of teaching, learning and assessment is good

Adults plan carefully to meet the learning needs of children across the early learning goals. Planning for learning is shared so that every adult knows what each child's next steps are. Children's newly gained skills are consolidated well in the variety activities children enjoy both indoors and outside. For example, in the baby room, cornflour and water provided endless fun and opportunities for talking and sharing. Babies, adults and the inspector were all covered in the mixture. Older children learn to listen and engage in stories because the adults make story time a pleasure. One group of toddlers sat intently listening to a story about elephants. Adults are skilled in asking questions that support children's critical thinking skills as well their communication and literacy skills.

### Personal development, behaviour and welfare are good

In all areas of the nursery, including the baby room, children play and learn together in harmony. Staff model appropriate behaviour, manners and ways of speaking. This results in children treating each other in the same way. Staff manage the occasional 'fall out' or temper tantrum appropriately and sensitively in line with the nursery's behaviour policy. The family atmosphere was best seen in the way children ate lunch together. The oldest children served themselves, chatted happily together and helped each other clear away afterwards.

### Outcomes for children are good

All children make good progress from their starting points. However, the most able children are not always challenged to develop their skills quickly enough and as a result, in early phonics and writing skills they do not reach the levels they are capable of. Nursery assessment data for individual children and the work in their learning journals show children working securely within the range typical for their age. Children make particularly strong progress in their personal and social development. Children develop good vocabulary and express themselves eloquently when speaking with each other and the adults. Opportunities to develop creativity are abundant. As a result, children's skills in manging equipment such as scissors or sticky tape are well developed by the time they leave the nursery.

## Setting details

<b>Unique reference number</b>	EY280477
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1052007
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Smisby Day Nursery Limited
<b>Registered person unique reference number</b>	RP523741
<b>Date of previous inspection</b>	26 August 2015
<b>Telephone number</b>	01530 416279

Smisby Day Nursery Limited was registered in 2004 when it took over an existing Nursery at the old school in the village which opened in 1990. The Nursery employs a total of 25 staff, 18 of whom work in the Early Years Team. Of these 18 one has Early Years Professional status, one has a full degree, two have a level five, twelve hold a level three and one holds a level two qualification. The nursery is open from Monday to Friday from 07:30 to 18:00 daily all year round with the exception of Christmas week. The nursery provides funded early education for two three and four year old children. The Nursery provides care for birth to five years in the Nursery and from five to eleven year olds in the Out of School and Holiday Club.

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