

Explorers@Sydenham

Sydenham Children's Centre, Calder Walk, Leamington Spa, Warwickshire, CV31 1SA



Inspection date

3 October 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Partnerships with other professionals, services, agencies and settings are well developed and used to ensure that children's individual needs are met.
- Children are happy, relaxed and confident to explore their surroundings inside and outdoors. Resources are stored at a low level and children make independent choices in their play. Furthermore, staff are quick to react, and provide additional equipment to help children broaden their experiences and boost their enjoyment.
- There are inviting displays of photographs of the children enjoying varied activities and samples of their pictures and paintings. These help children to value one another and to build a strong sense of belonging.
- Staff are good role models and encourage a positive culture in the nursery. They frequently praise the children and tailor their approach to managing behaviour very well. Staff use distraction techniques and teach children about the importance of rules and respect and how to relate well to each other and the staff.
- Managers and staff establish good relationships with parents. They regularly update and exchange details about the children's development, and share ideas to help enhance children's progress at the nursery and elsewhere.

It is not yet outstanding because:

- Staff do not make the most of varied opportunities to help children develop a greater understanding of people and communities beyond their immediate experience.
- Although staff supervision is good, targets for development are not focused closely enough on helping them raise their practice to an outstanding level.

What the setting needs to do to improve further

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

- help children to learn as much as possible about the similarities and differences between themselves and others in their local community and the wider world
- strengthen the arrangements for professional development and focus more precisely on supporting staff to reflect and act on how they can raise their practice to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector jointly observed and discussed the teaching and learning activities provided with the early years manager.
- The inspector held a meeting with the early years manager. The inspector looked at relevant documentation, such as the setting's self-evaluation and action plans, policies and procedures and evidence of the suitability of staff working at the nursery.

Inspector

Lucy Showell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff receive training and support to maintain an up-to-date knowledge of how to keep children safe. They know how to recognise and report signs that may indicate a cause for concern. There are robust systems in place for the safe recruitment, induction and monitoring of staff. Managers are ambitious and have a clear vision for development of the provision and strategies in place to achieve it. Well-qualified staff are committed to continually improving. They attend training, conduct research and are becoming more active in sharing ideas for best practice. Staff evaluate and monitor the activities and experiences they offer and successfully track children's good progress. They seek the views of parents to focus plans for development and make changes to reflect the needs of families who use the provision.

Quality of teaching, learning and assessment is good

Staff gather detailed information from parents about what children already know and can do when they start at the nursery. This helps to encourage parents to be involved in their children's learning and to establish close partnerships with staff who offer valuable support. Staff work closely with parents and other professionals to identify any gaps in children's learning and take positive steps to close them. They use accurate observations and assessments of children's progress to plan activities that offer a good level of challenge and help drive children's learning forward. Staff skilfully interact and adapt their approach to support individual children. They know when to encourage children to share their thoughts and ideas, make choices and lead their own learning. Staff also know when to follow children's interests, prompting them and enthusiastically talking to children and engaging them in play.

Personal development, behaviour and welfare are good

Children form strong bonds with staff and go to them for help and comfort when they need it. The key-person system is effective and staff get to know each child well and ensure that their needs are met. Staff help children to understand the importance of regular fresh air, exercise and a balanced diet. They also encourage children to follow good hygiene procedures before meals and after going to the toilet. Consistent support from staff and familiar routines promote children's sense of security.

Outcomes for children are good

Children gain the necessary skills to help them progress well and prepare them for the next steps in their learning, including starting school. They are curious about the world around them and make the most of the different experiences, freely accessing the indoor and outdoor environment. They enjoy brushing up the leaves and concentrate as they push toy trains through the piles. Children use their imaginations well, creating different opportunities to explore with pots, pans and containers in the sand, water and mud. They discover insects in the garden and learn to be gentle when holding them and that it is best to let them fly back into the bushes. Children are becoming increasingly independent. They are eager to please and help staff to tidy away resources when they have finished playing, and set the table ready for lunch.

Setting details

Unique reference number	EY480083
Local authority	Warwickshire
Inspection number	987968
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 2
Total number of places	12
Number of children on roll	9
Name of registered person	Barnardo's
Registered person unique reference number	RP518879
Date of previous inspection	Not applicable
Telephone number	01926 316604

Explorers@Sydenham was registered in 2014. The nursery employs four members of childcare staff; all of whom hold appropriate early years qualifications at level 3 or above. This includes two with a degree in early years. The nursery opens on Monday, Tuesday and Thursday, during term time only. Sessions are from 9am until 2pm. The nursery provides funded early education for two-year-old children. They support children who have special educational needs or disability and children who speak English as an additional language.

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