

Sounds Active

Sound & District Primary School, Whitchurch Road, Sound, NANTWICH, Cheshire,
CW5 8AE



Inspection date	8 December 2016
Previous inspection date	3 December 2013

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

- Partnership with the host school is strong. They work together to exchange information about children's learning. Staff use this information to plan activities which complement children's learning from school. Staff take children into school for different activities, such as story time. This helps children to become familiar with the environment and enables them to more confidently move to school.
- Staff build on children's interests and plan activities to help them to achieve their next steps in learning. Younger children are learning how to count up to 10 during everyday routines, such as counting the number of children at snack time.
- Children's outdoor learning is well promoted and staff plan for this effectively. Those children who prefer to be outside are given lots of opportunities to do so throughout the day. Children enjoy developing their physical skills outside. They pedal cars and use paint brushes and water to make marks.
- Staff's interaction with children is good. They increase children's range of vocabulary by using descriptive words when talking about ice, such as sticky, cold and wet. Children hold conversations with staff and they are given time to respond to questions.
- Managers regularly check staff performance. They help staff to improve their knowledge and skills through identified training and by enhancing their qualifications. As a result, all staff are well qualified and use their skills to promote children's learning.

It is not yet outstanding because:

- Although boys take part in group activities, staff do not always encourage their high levels of concentration to help them complete activities to the end.
- Staff do not fully involve parents in the assessment of children's starting points, specifically for those children who are three- and four-years-old.

What the setting needs to do to improve further

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

- encourage further boys to develop their engagement and high levels of concentration during group activities
- involve parents more fully in the assessment of children's starting points and encourage them to share information about what children already know and can do when they first start attending, specifically for those children who are three- and four-years-old.

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 completed a joint observation with the managers.
- The inspector held a meeting with the managers. He looked at relevant documentation, such as evidence of the suitability of staff working in the nursery. He also discussed self-evaluation.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

Managers and staff have sustained good practice since the last inspection. Overall, staff have developed more effective ways of updating parents on their children's progress. Parents comment that they feel well informed about their children's achievements and next steps in learning. The arrangements for safeguarding are effective. Managers research new safeguarding legislation and identify professional development for staff to update their knowledge of how to keep children safe. Staff, parents and children are all involved in the evaluation of the nursery and out-of-school club. Their views are used by managers to identify areas for improvement. Recent parent feedback has led to improvements in the information available for parents. Parents are now able to view information about the daily activities available for children and access policies and procedures freely.

Quality of teaching, learning and assessment is good

Staff provide activities for children that are varied, interesting and promote all areas of development. Children enjoy exploring ice cubes during planned activities outside. Staff recall a previous activity of making ice lollies to help children understand how ice cubes are made. Children learn how ice melts to water as they observe the thawing process. Staff help children to notice the different rates that ice melts at depending on the surface it is on, such as in a cup, on a table and in someone's hand. This helps to promote children's understanding of the world. Staff enhance the activity by introducing different-shaped sponges. Children are encouraged to recognise the different shapes, such as square, circle and rectangle to help promote their mathematical development. Staff encourage children to continue their exploration of ice after the activity has finished. Children mix ice with sand and mud and observe what happens.

Personal development, behaviour and welfare are good

Children's behaviour is good. They follow rules, such as sitting down when they are eating at mealtimes. Staff encourage children to join in with tidying up, helping them to take responsibility and complete small tasks. Children's healthy lifestyles are well promoted. Staff teach children how to dress appropriately for the weather. They encourage children to independently put their coats and boots on to keep themselves warm and dry. Staff promote children's social skills well. Children have good relationships with each other. For example, they work together to fill a bucket with water using sponges.

Outcomes for children are good

Children make good progress in their learning. Staff teach them the skills they need for the next stage in their learning and for their move to school. Children are able to follow staff's instructions of how to use scissors safely as they cut folded paper to make snowflake decorations. They are developing good early writing skills. They are able to hold chalk and write recognisable numerals. Children have good technology skills and are able to complete simple games on the computer with little support.

Setting details

Unique reference number	EY389593
Local authority	Cheshire East
Inspection number	1065339
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	2 - 11
Total number of places	24
Number of children on roll	56
Name of registered person	Sounds Active Partnership
Registered person unique reference number	RP528792
Date of previous inspection	3 December 2013
Telephone number	01270 780334

Sounds Active was registered in 2009 and operates from the site of Sound and District Primary School. It is run by Sounds Active Partnership. The nursery and out-of-school club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one has early years teacher status. The nursery and out-of-school club opens from Monday to Friday all year round, except for two weeks at Christmas. Sessions are from 7.30am until 6pm. The nursery and out-of-school club provides funded early education for two-, three- and four-year-old children.

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