

# Little Scholars Sunnyhill

12 Wellesley Avenue, Littleover, Sunnyhill, Derby, Derbyshire, DE23 1GQ



## Inspection date

7 March 2017

Previous inspection date

15 November 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 have worked hard to meet the actions raised at the last inspection.
- Partnerships with parents are good. Staff talk to parents about what children already know and can do when they first start to help them plan their learning from the outset. This is then supported by daily exchanges of information about children's care routines, activities and achievements.
- Children are happy and well settled. The key-person system is effective. All children demonstrate good levels of confidence, showing they feel safe and secure in the nursery. They receive plenty of attention, affection and praise. This supports their emotional well-being successfully.
- Staff use observations and assessments to monitor children's learning and development. They plan activities and experiences that meet children's needs and interests. Children readily join in and make good progress in their learning.
- There are effective inter-agency partnerships to support children who have special educational needs and/or disabilities and those who speak English as an additional language. Staff use additional funding effectively.

### It is not yet outstanding because:

- Staff do not explore ways to further develop their partnerships with other settings that children attend in order to share a wider range of information about children's learning.
- Although clear processes for performance management and the supervision of staff are in place, managers do not yet evaluate staff's teaching skills critically enough to develop their practice to a consistently outstanding level.
- Children do not have enough opportunities to use and learn about technology.

## What the setting needs to do to improve further

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

- develop partnerships with other settings children attend to share an even wider range of information and support their learning further
- focus more precisely on reviewing staff practice and supporting them to raise the quality of teaching in order to increase the potential for children to more consistently make rapid progress in their learning
- develop opportunities for children to use and learn about everyday technology.

### Inspection activities

- The inspector had a tour of the nursery and outdoor areas with the operations manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection. She held a meeting with the manager, operations manager and provider.
- The inspector sampled a range of documentation, including records of staff suitability checks and children's records.
- The inspector discussed self-evaluation, observation, assessment and planning.
- The inspector conducted a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.

### Inspector

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff complete training in order to keep up to date with any changes. They demonstrate a good understanding of how to report concerns about children's welfare. Since the last inspection, staff consider children's safety at all times and carry out specific risk assessments and safety checks to support this. This is with particular regard to the outdoor area. Recruitment procedures are robust. Newly recruited staff complete core training modules. The induction training helps staff to understand and implement nursery procedures to a good standard. Detailed processes are in place to evaluate the quality of provision. The management team and staff work well together. They are aware of their strengths and areas to improve, in order to enhance the learning and development of all children. The voices of children and parents are heard and valued. Parents express positive views about the provision and the progress their children make.

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

The well-qualified staff team understands that children learn in different ways. Staff support children's communication and language skills well, especially those who speak English as an additional language. They engage children in interesting conversations. Staff speak clearly, use signing, visual aids and make eye contact as they talk with children. Children are introduced to mathematics during activities and daily routines. Staff encourage children to solve problems and think critically. For example, as they work out how to fix the toy train track. Children practise their early writing skills with chalks and crayons. They have fun making items of food from dough. They enjoy dressing up as their favourite characters and using their imaginative skills to re-enact stories.

### Personal development, behaviour and welfare are good

Children enjoy attending this welcoming and friendly nursery. Staff promote children's positive behaviour. They act as good role models and routinely use praise and encouragement. Children play well together. They respect and value the views of others. Attention is given to promoting children's good health and well-being. Children have regular opportunities to play outdoors and benefit from being in the fresh air. They enjoy playing bat and ball games that support their physical development. Children enjoy healthy snacks and meals and learn to become independent and manage their own self-care needs. They have opportunities to learn about diversity and to appreciate the wider world beyond their own experiences. Children become aware of the community around them through visits in the local area. For example, they enjoy going to feed the ducks at the park.

### Outcomes for children are good

Children are active and independent individuals. They are well prepared for their next stages in development and acquire the skills they need for future learning. Children play well with their friends as they develop good social skills. They learn good manners and follow staff's instructions. Children begin to focus their attention for longer periods of time and develop their thinking skills.

## Setting details

<b>Unique reference number</b>	509199
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	1079542
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Little Scholars Ltd
<b>Registered person unique reference number</b>	RP902499
<b>Date of previous inspection</b>	15 November 2016
<b>Telephone number</b>	01332 271608

Little Scholars Sunnyhill was registered in 1998. The nursery opens Monday to Friday from 7.45am to 6pm, all year round, except for bank holidays. There are eight members of staff, all of whom hold an early years qualification at level 2, 3 or 5. One of the owners holds early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

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