

Sibton Nursery School

Sibton Nursery School, Yoxford Road, Sibton, SAXMUNDHAM, Suffolk, IP17 2LU



Inspection date

3 April 2017

Previous inspection date

25 February 2014

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The nursery manager, who is also the owner, is an excellent role model for her staff. Her drive to provide each child with the highest-quality nursery experience is shared by the whole nursery team.
- Excellent settling-in procedures are consistently followed to help ease children's move into the nursery. This helps children quickly develop confidence and become self-assured in their new environment.
- Highly effective partnerships with parents and other professionals ensure each child and their family receive excellent levels of consistent support and guidance. Effective self-evaluation is used to identify priorities for improvement for the benefit of children and families attending.
- Children benefit from access to a wealth of stimulating learning experiences, both indoors and outside, that captures their interest and enthusiasm to learn. The manager places a strong focus on ensuring young children develop the coordination and muscle control required to support their early writing skills in readiness for school.
- Children quickly form close attachments to their key person, who are skilled and sensitive in their interactions. Children have many meaningful opportunities to develop their understanding of the world outside their immediate experiences. They behave well and develop tolerance and understanding of the needs and feelings of others.

It is not yet outstanding because:

- Staff do not always receive highly effective supervision and feedback on how they can raise the quality of their teaching to a higher level.

What the setting needs to do to improve further

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

- provide all staff with more precise guidance and support to help them raise the quality of their teaching 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 spoke to children and staff during the inspection.
- The inspector completed two joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and the deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection. She also took account of their views from emails received in response to the manager notifying them of the inspection.

Inspector

Gill Thornton

Inspection findings

Effectiveness of the leadership and management is good

The manager is a dynamic qualified teacher who works directly with children, sharing her expertise with staff. Her deputy has introduced an effective system of tracking the progress of groups of children. This helps to identify and target any emerging gaps in learning or the educational programme. Additional funding is used well to support the progress of individual children. Safeguarding is effective. Staff have a good knowledge of the signs and symptoms of abuse and neglect. They are confident about the action to take to protect children and keep them safe from harm. Staff implement sound policies and procedures to promote children's good health, safety and welfare. All staff attend a wide range of relevant training opportunities. For example, training focusing on supporting the needs of two-year-old children has been put to good effect to enhance the learning experiences of this age group.

Quality of teaching, learning and assessment is good

Staff make good use of observation and assessment to monitor children's progress and plan for their future learning. Parents are very closely involved in each stage of their child's learning. Children aged under two years make confident choices in their play while practising their emerging physical skills in comfort and safety. Well-planned and thoughtfully resourced adult-led activities provide this age group with engaging opportunities to explore and experiment with different textures, such as cooked spaghetti mixed with paint. Children have meaningful opportunities to learn where their food comes from. Cookery sessions form an important part of the nursery programme and are used well to promote all areas of learning, including developing children's understanding of other cultures.

Personal development, behaviour and welfare are outstanding

The manager places the utmost priority on establishing meaningful relationships with children and their families from the outset. For example, each family has a home visit before their child starts. This enables the key person to get to know the child, while the manager discusses with parents how best to support their child's needs. Parents are highly complimentary of the nursery, offering comments such as 'the nursery has been so supportive of my family'. The manager speaks to teachers to find out what areas individual children are working on so she can support their learning during the holiday club. Children who have special educational needs and/or disabilities receive superb levels of support to help them achieve their full potential. Lunchtime is a social occasion when children and staff sit together to enjoy healthy and nutritious home-cooked meals.

Outcomes for children are good

Children are making good progress given their starting points and capabilities. They are developing the key skills to support their next stage of learning. Children are happy and enthusiastic in their play. They demonstrate good mathematical and literacy skills. They are keen to make their views known and offer their own suggestions. Children proudly take responsibility for age-appropriate tasks and learn to use tools, such as knives, safely while they cut up their own fruit at snack time.

Setting details

Unique reference number	EY403549
Local authority	Suffolk
Inspection number	1088099
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 - 7
Total number of places	50
Number of children on roll	85
Name of registered person	Theresa Ruth Dummett
Registered person unique reference number	RP512584
Date of previous inspection	25 February 2014
Telephone number	01728 660200

Sibton Nursery School was registered in 2010. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications from level 2 to level 6. The manager holds qualified teacher status. The nursery opens Monday to Friday, all year round, apart from two weeks at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for children aged two, three and four years. It also runs a holiday club for children aged up to nine years.

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