

# Big Teds Nursery Ltd

Sompting Village School, White Styles Road, Sompting, West Sussex, BN15 0BU



## Inspection date

22 September 2017

Previous inspection date

26 March 2015

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

- Staff know the children very well. They provide a wide range of stimulating activities and resources that reflect their interests and cover all areas of learning. For example, the addition of superhero characters to the construction area helps children develop their imaginations as well as their physical skills.
- Children behave well. Staff have high expectations and set appropriate and clear boundaries to support children in managing their feelings and behaviour.
- The manager monitors children's progress closely. This helps her identify any gaps in children's learning so that additional support can be put in place quickly if needed. All children make good progress from their starting points.
- Parents feel involved in their children's learning. For example, staff regularly share ideas and information to help parents support their children's learning at home.
- Staff develop strong, nurturing relationships with children. Children are helped to feel emotionally secure and confident in their own skills and abilities.

### It is not yet outstanding because:

- Staff miss some opportunities to extend children's conversations and build on their ideas and knowledge.
- Nursery routines sometimes take priority over what children are choosing to do and how they are engaging in their play. Occasionally this stops them becoming more deeply involved in their own learning.

## What the setting needs to do to improve further

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

- make the most of conversations with children to help them develop their ideas and extend their learning further
- review and improve some routines to support children to become deeply involved in their own play and learning.

### Inspection activities

- The inspector sampled a range of documents, including safeguarding policies and procedures, and children's learning and development records.
- The inspector spoke with parents and took their views into account.
- The inspector carried out a joint observation with the manager.
- The inspector observed children playing indoors and outdoors, and looked at the planning for their learning and development.
- The inspector held meetings with the manager and staff.

### Inspector

Alison Martin

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff use knowledge from their qualifications well. The manager's consistent support and monitoring of staff practice ensures they continually update their skills and knowledge, such as by regularly attending training courses. Safeguarding is effective. The manager ensures all staff have a thorough understanding of what to do if they are concerned about the welfare of a child. She follows thorough and robust systems when recruiting new staff. The manager and staff work very well with other professionals, such as speech therapists, who are involved in the health and care of children. The manager regularly reviews and reflects on how developments are making an impact on the children and accurately identifies areas for improvement. For example, she has recently improved resources and training for staff to support children's speech and language skills.

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

Staff regularly assess what children know and plan suitable activities that support their next stage in learning. They support children's listening skills well. For instance, children listen carefully to the sound of a hidden object and guess what it is. Staff explain to children what they are doing as they play, such as describing the different shades of colours as children mix paints, to help develop communication skills and vocabulary. They enhance the environment to stimulate children's senses and motivation to explore. For example, staff add herbs to the sand and there are real oranges and lemons in the home corner. Staff and children regularly go to the bus library service to listen to stories and choose new books.

### Personal development, behaviour and welfare are good

The staff create a reassuring and welcoming environment. Children confidently and independently select toys and resources, and they are included in the planning of activities for the day. Children have plenty of opportunity to practise and develop good physical skills, as well as promoting their health and well-being. For example, they have regular access to a large outdoor area with climbing frames, bicycles and areas to grow plants. Children learn about other communities and different festivals, and are encouraged to be polite and respect each other. For instance, children willingly take turns sharing buckets and spades as they dig to find insects hidden in the mud.

### Outcomes for children are good

Children, including those who have special educational needs or who speak English as a second language, are confident, motivated and prepared well for when they go to school. For example, they love using clipboards of paper and pencils to draw and write with each other. Children confidently use numbers in their play, such as counting how many children are hiding under the parachute.

## Setting details

<b>Unique reference number</b>	EY432834
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1095022
<b>Type of provision</b>	Sessional 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>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Big Teds Nursery Limited
<b>Registered person unique reference number</b>	RP904596
<b>Date of previous inspection</b>	26 March 2015
<b>Telephone number</b>	07879 625 188

Big Teds Nursery Ltd registered in 2007. The nursery operates from the Sompting Village Primary School in Sompting, near Lancing, West Sussex. It is open every weekday from 8.45am to 3.15pm, during term time only. The nursery receives free early education funding for children aged two, three and four years. There are six members of staff who all hold appropriate early years qualifications between level 2 and level 6, including the manager who has a level 6 qualification.

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