

Sidmouth Daycare Nursery & Preschool

All Saints Road, Sidmouth, Devon, EX10 8ES



Inspection date

17 January 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The management team does not provide effective support and coaching for staff, to recognise their individual strengths and areas for development, and keep staff's knowledge and skills up to date. The quality of teaching is variable. For example, staff do not consistently extend the learning of the oldest children, to build further on what they know.
- Staff working with the youngest children do not routinely interact with them when they eat, and they set out some activities that are too high for the babies to reach, so they are unable to join in.
- The management team does not monitor the assessments of individual or groups of children. Management cannot identify the rate of progress that each child makes or any patterns in their learning, to help improve all children's learning and evaluate the setting more thoroughly.

It has the following strengths

- Staff provide good support for children with delayed development. They work in close partnership with parents and outside agencies, to find out how they can plan complementary learning experiences. Children who require additional support make good progress.
- Staff know the children well and welcome them warmly each day. Children arrive confidently, happily greet the staff, and eagerly explore the toys and resources.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> provide staff with the necessary support, coaching and training opportunities to ensure better consistency in the quality of their teaching, to help all children make good progress 	28/02/2018
<ul style="list-style-type: none"> monitor the assessment of individual and groups of children, to identify and address gaps in their learning quickly, and reflect on the rate of progress that all children make. 	28/02/2018

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

- improve the skills of staff who work with the youngest children, to provide more interaction at snack and mealtimes, and ensure babies can participate in all activities in their playroom
- ensure staff provide a good level of challenge for the oldest children, to help them make improved progress in their learning
- use self-evaluation more effectively, to include and review all aspects of the practice and provision, to identify and address areas for improvement.

Inspection activities

- The inspector observed children's interaction during routine tasks, and their participation in adult-led activities and self-chosen play.
- The inspector carried out a joint observation with the provider to evaluate the quality of teaching and learning during a planned activity.
- The inspector held discussions with staff, children and parents to take account of their views.
- The inspector held a meeting with the provider at an appropriate time during the inspection.
- The inspector sampled a range of documentation, including self-evaluation records, staff's suitability checks and training certificates, and children's learning records.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection, the management's monitoring of the quality of teaching has not been effective. Staff do not receive regular support, coaching or training to make the best of their individual strengths and build on any areas for development. As a result, the quality of teaching is inconsistent. For example, staff position babies well at mealtimes so they can see the other children, but they do not routinely interact with them to develop their communication and language skills. The management does not monitor the assessments of individual or groups of children, and is not aware of the progress that children make. Self-evaluation is not thorough enough to fully benefit the children. Safeguarding is effective. There are suitable recruitment and vetting processes to check staff's suitability, and the management and staff carry out ongoing risk assessments to ensure they provide a safe environment. They have a clear understanding of the safeguarding procedures to follow if they have any concerns about a child's welfare.

Quality of teaching, learning and assessment requires improvement

Staff ably identify each child's stage of development. They plan enjoyable activities that interest the children, although the variable quality of teaching means that not all children make as much progress as they could. For example, during a mathematics activity, some of the older children easily identify the shapes, but staff do not provide any further challenge to extend their learning. Staff do not ensure that all babies can reach the activities they set out on tables, so some of the younger ones are unable to join in and miss out on the learning opportunities. Staff have good links with parents and regularly share information to support children's development. They provide many opportunities for babies and toddlers to practise their early writing skills. For example, staff encourage them to use the chalks, pens and paints. Young children greatly enjoy this experience and concentrate well.

Personal development, behaviour and welfare are good

All children are content and feel secure in staff's care. For example, toddlers confidently approach them to ask for help when needed. Children form strong bonds with the caring staff team and learn good social skills from these positive relationships. For instance, several older children eagerly offer to help a friend when they notice they are struggling to carry a heavy box. Staff provide lots of praise to effectively build children's self-esteem. They have created a particularly attractive playroom for the older children and provided a broad range of toys for them to explore and investigate. Children benefit from daily exercise and fresh air as they explore and learn about the local community.

Outcomes for children require improvement

Although children make steady progress and develop the basic skills they need for school, inconsistencies in teaching mean that, at times, not all make the progress of which they are capable. Older children are independent and do things by themselves. Children enjoy listening to stories, concentrate well and eagerly explore the available toys.

Setting details

Unique reference number	EY497001
Local authority	Devon
Inspection number	1035104
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	27
Number of children on roll	31
Name of registered person	Sidmouth Daycare Nursery and Pre-school
Registered person unique reference number	RP902536
Date of previous inspection	Not applicable
Telephone number	01395 515510

Sidmouth Daycare Nursery & Preschool re-registered in 2015 in the town of Sidmouth, Devon. It opens from 8.30am to 5pm each weekday, all year round. The setting employs seven staff to work with the children, all of whom hold a relevant qualification to at least level 2. The members of the management team hold a relevant degree and a childcare qualification at level 3 respectively. The setting receives funding to provide free early education for children aged two, three and four years.

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