

Big Sky Nurseries

Station Road, BECCLES, Suffolk NR34 9QJ



Inspection date	28 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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

The provision is good

- Children build secure attachments with staff, which helps them to feel safe and secure in their environment. Staff are very responsive to children and accommodate their individual needs well. They help to prepare children well for their move to the next room. For example, staff provide opportunities for children to become familiar with the new environment.
- Staff are well deployed and supervise the children closely. They use risk assessments and daily checks of the premises to help to ensure a safe and secure environment for children. Staff carry out their responsibilities to safeguard children diligently.
- Children enjoy spending time outdoors. They are busy and active in the fresh air. This helps to promote their good health and supports their physical well-being. Children engage well in the wide range of opportunities and are motivated learners.
- Staff form successful partnerships with parents and carers. They encourage parents to share information about their children and inform them about their children's progress. Parents have daily opportunities to view photographs and observations of their child as they play.
- The manager involves the staff team in reviewing and evaluating the nursery to drive forward improvements. For example, staff review activities they plan for the children and monitor how well they went so they can plan ways to improve them further.

It is not yet outstanding because:

- Staff do not rigorously check the progress all children make to secure the best possible outcomes for them.
- At times, staff miss opportunities enhance children's learning. They comment on what children do and ask simple questions, but do not seek to engage children's interests for prolonged periods of time.

What the setting needs to do to improve further

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

- strengthen the monitoring of all children's progress to further enhance planning for their future learning so they have even better opportunities to make rapid progress
- enhance the quality of staff's interactions, to provide additional challenge for children and to help them to develop high levels of concentration and engagement in activities.

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 with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are confident about their individual responsibilities to keep children safe from harm. They are fully aware of what to do should they have any concerns about children's welfare. The management team undertakes rigorous recruitment and induction procedures to ensure that staff are suitable for their role. Clear policies and procedures are in place to guide staff. The management team monitors staff performance effectively. Staff have regular opportunities to reflect on their teaching practice and identify how they can improve further. They access training to help to extend their knowledge and acquire new skills to improve outcomes for children. The manager and her staff work in close partnership with other professionals, such as the local authority, to support children who have special educational needs and/or disabilities in their care and learning. The management team monitor the use of additional funding to help promote children's development.

Quality of teaching, learning and assessment is good

Children demonstrate a good level of confidence and curiosity. They enjoy exploring their surroundings. They make their own play choices and access the activities they enjoy. For example, children enthusiastically make 'cakes' with sand and enjoy digging in the soil outside. Staff get down to the children's level and talk to them as they play. They support young children to learn about cause and effect, such as encouraging them to push a button on a toy. Staff plan challenging activities to help children progress in their learning. This contributes to the good progress they make. For example, they use small-group activities to help support children's social and communication skills. Staff interact well and adapt these activities effectively to support children to be motivated to play and learn.

Personal development, behaviour and welfare are good

Staff complete home visits before children start at the nursery to help to foster children's emotional security. They ensure that settling-in procedures are effective. For example, staff find out about children's home routines to provide consistency of care. Babies and young children sleep and rest according to their needs. Children experience sociable mealtimes as they sit alongside their peers. Staff support children to behave well. They praise children as they recognise their efforts and achievements. Children develop their confidence and self-esteem. Many staff are trained in first aid to ensure that children receive good care if they sustain an injury. The management team reflects on all accidents to help to minimise any further potential risk to children's welfare.

Outcomes for children are good

Children make good progress from their starting points. They become more independent. For example, children find their name card on arrival and pour their own drinks. They have opportunities to count and identify numbers. Children enjoy looking at books independently and with staff. They have regular access to resources to stimulate their early writing skills. Children make friends and enjoy their play together. They learn how to share and take turns. Children develop their personal care skills, relevant to their age and ability. They readily go to staff for support when necessary.

Setting details

Unique reference number	EY500122
Local authority	Suffolk
Inspection number	10079441
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 4
Total number of places	34
Number of children on roll	60
Name of registered person	Big Sky Nurseries Ltd
Registered person unique reference number	RP901088
Date of previous inspection	Not applicable
Telephone number	07805143674

Big Sky Nurseries registered in 2016. The nursery employs 16 members of childcare staff. Of these, 14 staff hold appropriate early years qualifications at level 3 or above, including two with early years professional status. The nursery opens from Monday to Friday for 51 weeks a year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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