

Best Start at Sinfin

Sinfin Childrens & Young Peoples Centre, Sinfin Lane, Sinfin, DERBY DE24 9SF



Inspection date	12 October 2018
Previous inspection date	15 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

- The new manager is well qualified and effective in leading the knowledgeable, enthusiastic and dedicated staff team. She is a reflective manager and evaluates her setting and staff well. Feedback from staff, parents and the local authority is used to make well-planned improvements. For example, the manager has improved the tracking of children's development to ensure all children make consistently good progress.
- Staff effectively meet the needs of children who have special educational needs (SEN) and/or disabilities and those who speak English as an additional language. Additional support is put in place quickly when required. Children thrive and have their individual needs met well.
- Partnerships with parents are strong. Staff successfully involve parents in their children's learning, and systems to share information are extremely effective. For example, staff invite parents in for coffee mornings, send out newsletters and routinely inform parents about how they can continue to support children's learning at home.
- Teaching is good. Staff are highly skilled in guiding children's learning as they play. They listen to children, observe them closely and consider their views. Staff provide activities and experiences that motivate children to play purposefully.
- There are particularly good opportunities for children to develop physically and learn how to manage risks. For example, boys who enjoy learning outdoors are provided with plenty of space and equipment to help them to experiment with lifting, climbing, stacking and balancing.

It is not yet outstanding because:

- Although the manager has started to implement supervisions and a programme of professional development, these are not embedded into practice to help staff raise the standard of teaching to the highest level.
- Sometimes, the staff's use of questioning does not focus fully on extending and challenging children's learning to the highest level during activities and discussions.

What the setting needs to do to improve further

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

- enhance the programme for professional development and continue to embed the supervision of staff, to focus on developing staff teaching skills to an outstanding level
- strengthen the way staff ask questions in order to help challenge children's learning even further.

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 observed a planned activity and then evaluated this with the nursery manager.
- The inspector sampled a range of documentation, including records to show the progress children are making, staff files, safeguarding reports and evidence of the suitability of staff.
- The inspector spoke with staff and children during the inspection at appropriate times. She sampled the planning of activities and discussed this with staff.
- The inspector spoke with a number of parents and took account of their views.

Inspector
Carly Polak

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are confident about how to keep children safe from harm and knowledgeable about the procedures to follow if they have any concerns about a child's welfare. The new manager has worked hard with her staff team and the local authority support worker to improve outcomes for children. Careful monitoring on how well individual and different groups of children achieve, helps the manager to identify trends in children's learning. Effective planning is implemented to help close any gaps in children's development. For example, action plans are in place to enhance opportunities for children to extend their mathematical ideas and thinking. Staff have formed good relationships with other professionals, such as speech and language therapists. This has a very positive impact on the progress children make in their communication and language development. Children and families benefit from extensive support.

Quality of teaching, learning and assessment is good

Qualified staff provide a good mix of child-initiated and adult-led activities. They work closely together to keep a close check on individual children's progress and generally plan well to support and challenge their next steps in learning. Early mathematical skills are taught well through play. Children play alongside staff at the dough table. They learn about the vocabulary of shapes, sizes and colours as they make their own models. Staff use effective teaching to support children who have SEN and/or disabilities. For example, they follow well-structured routines, repeat familiar activities and use picture cards to reinforce spoken language. This helps to strengthen concentration skills and understanding of instructions for children who have SEN and/or disabilities.

Personal development, behaviour and welfare are good

Children have a highly nurturing settling-in experience and develop an excellent bond with their key person. This is because staff take time to tailor the provision to meet children's individual needs. For example, children who speak English as an additional language are provided with a key person who can speak their home language where possible. This helps children to feel safe and secure when they first start in their new environment. Children develop a good understanding of healthy foods as they discuss the benefits of healthy eating at mealtimes. Children behave very well and clearly understand the routines. For example, when the timer has run out children tell the staff that it is time to ring the triangle and open up the outside area. Children demonstrate their confidence and emerging independence as they manage their own personal care, such as toileting and hand washing.

Outcomes for children are good

Children are active and confident learners, who independently initiate their own play. They gain excellent listening and attention skills as they sing and dance along to action songs during group-time activities. Children strengthen their arm and hand muscles in readiness for writing. They squash, squeeze and roll the dough out. Children grow in confidence and gain strong social skills that help to prepare them for their next stage in learning, such as school.

Setting details

Unique reference number	EY467568
Local authority	Derby
Inspection number	10070729
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	16
Number of children on roll	18
Name of registered person	Best Start Childcare Ltd
Registered person unique reference number	RP910758
Date of previous inspection	15 October 2015
Telephone number	07841911628

Best Start at Sinfin registered in 2013. It is one of two settings owned by Best Start Childcare Limited. The nursery employs six members of childcare staff, four of whom hold appropriate early years qualifications at level 3 and the manager who holds a foundation degree in early childhood studies. The nursery opens for funded sessions from Monday to Friday from 9am until 3pm, with an option of breakfast and after school club from 7.30am until 9am and from 3.30pm until 6pm term time only. During school holidays the nursery provides care from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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