

Sidmouth Daycare Nursery & Preschool

All Saints Road, Sidmouth, Devon EX10 8ES



Inspection date

23 October 2018

Previous inspection date

17 January 2018

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Requires improvement | 3 |
| 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 leadership and management team has made strong improvements to the nursery's practice since the last inspection. They have worked effectively as a team to make effective changes that have improved the outcomes for children.
- Children enjoy their time at the nursery. Staff know the children well and use observations and assessments effectively to provide activities which are challenging and enjoyable. Children make good progress.
- Staff work effectively in partnership with parents to meet children's individual needs and to provide continuity of care and learning. Parents speak highly of the nursery and their communication with staff.
- Children are happy and well cared for. They form secure attachments with the staff and have good relationships with their friends. This supports their emotional needs well.
- Staff provide children with a well-organised and stimulating learning environment. Children are motivated to learn and confidently make choices about their play.

It is not yet outstanding because:

- At times, staff do not support young children's early language and communication skills.
- Staff do not always ensure that those children who attend the morning sessions only have regular opportunities to play outdoors.

What the setting needs to do to improve further

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

- provide more support for babies to develop their early language and communication skills further
- review the planning of outdoor activities, to offer all children who attend a good balance of learning opportunities.

Inspection activities

- The inspector observed activities and the impact of teaching on children's learning.
- The inspector held discussions with the provider and staff. She also talked with the children.
- The inspector discussed self-evaluation, observations of the children's play, learning and progress, and jointly evaluated an activity with the manager.
- The inspector spoke to parents and carers and took account of their views.
- The inspector sampled a range of documentation.

Inspector

Dawn Biggers

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The managers and staff understand their roles and responsibilities to safeguard children well. They know how to act if they have a concern, and do so promptly. Since the last inspection, the management team has improved how they support staff. For example, increased supervision and training have strengthened staff's knowledge, which has enhanced their practice and the quality of their teaching. Staff use their new learning effectively to support children who require extra help. For instance, they provide clear guidance and short phrases that help them engage in the routine. The managers consistently monitor and review children's progress. The new cohort tracking system successfully helps staff to see patterns of children's progress and to quickly address gaps in their learning. Staff adapt activities to provide good challenge and engage all the children. For instance, a creative floor activity inclusively involves the babies, and resources are easy for them to reach. Accurate self-evaluation and support from the local authority have contributed to the improved outcomes for children.

Quality of teaching, learning and assessment is good

Staff have a good understanding of the children's developmental stages. They plan activities to take account of the children's next steps in learning. For example, staff use a creative group time to support babies and children, who experiment, make marks and use the equipment well. They develop the muscle control in their hands and practise their early writing skills. Staff successfully challenge older children to experiment and mix colours together to see how these change. Staff support older children who speak English as an additional language well. For instance, they model language and liaise closely with the parents to introduce further words to extend the children's vocabulary. Staff engage the older children effectively in rhymes and they participate in actions and enjoy repetitive phrases, helping them to hear and recognise familiar sounding words. Children learn to count using their fingers and babies enjoy listening to music.

Personal development, behaviour and welfare are good

Children who attend all day benefit from daily exercise and fresh air as they explore and learn about the local community. Children behave well. They understand staff's expectations and have good self-esteem because staff positively reinforce their good behaviour. For example, staff use praise and provide stickers to recognise children's toileting achievements. Babies' routines meet their individual needs well and they show increasing confidence as they learn to feed themselves. Children engage in good safety routines, wear high-visibility jackets and participate in road safety procedures.

Outcomes for children are good

Children gain good skills ready for future learning and school. They are happy, confident and enthusiastic to learn and explore. For example, younger and older children confidently engage and socialise. Older children demonstrate good communication skills and relationships with others. Babies point and use facial expressions well, making their needs known to others. Children show increasing independence and imagination and enjoy exploring the indoor environment and sensory resources.

Setting details

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| Unique reference number | EY497001 |
| Local authority | Devon |
| Inspection number | 10080294 |
| Type of provision | Full day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 0 - 5 |
| Total number of places | 30 |
| Number of children on roll | 29 |
| Name of registered person | Sidmouth Daycare Nursery and Pre-school |
| Registered person unique reference number | RP902536 |
| Date of previous inspection | 17 January 2018 |
| 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 six staff to work with the children, all of whom hold a relevant qualification to at least level 2. The two 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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