

Skylark Nursery School

Lower Mead Farm, Alston Cross, Newton Abbot TQ13 7LJ



Inspection date	12 December 2018
Previous inspection date	15 March 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

This provision is good

- The manager and staff have made improvements to their practice since the last inspection. They have reviewed their procedures and made effective changes that have improved the outcomes for children's safety and well-being.
- The staff skilfully interact with the children. Children develop good communication, mathematical and language skills.
- Children form strong attachments to the staff and behave well. They are confident, happy, and know how to share. They are respectful and kind to each other. Staff meet children's emotional needs well.
- The manager and staff provide a welcoming, stimulating, well-resourced and nurturing environment, which successfully supports children's learning. Children enjoy their time at the nursery, are motivated to learn and demonstrate good levels of independence and confidence in their surroundings.
- The manager and staff work well in partnerships with parents to meet children's individual needs and to provide continuity of care. Parents spoken to during the inspection commented on their children's progress, the fun they have, and the good levels of support, care and attention that they receive.
- At times, staff's observations and planning for children's future learning are not as precise as they could be, to build on their next steps more concisely.
- Staff do not gain and share information consistently about children's progress with other settings they attend.

What the setting needs to do to improve further

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

- make better use of observations and assessments to focus more precisely on children's next steps in learning, to help them make the best possible progress
- improve arrangements to gain and share information with other settings that children attend, to ensure a joined-up approach to children's learning.

Inspection activities

- The inspector observed activities and the impact of teaching on children's learning.
- The inspector held discussions with the provider and staff, and talked with the children.
- The inspector looked at a sample of documentation.
- The inspector discussed self-evaluation, and observations of the children's play, learning and progress, and jointly evaluated an activity with the manager.

Inspector

Dawn Biggers

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager's clear vision and accurate self-evaluation of the nursery's practice have helped to improve children's safety and well-being. For example, she has worked well with the local authority to review the nursery's safety procedures. As a result, staff ensure children are well supervised and they use effective risk assessments to ensure that the environment is safe and secure. The manager monitors and reviews children's progress to identify gaps in their learning. Staff thoughtfully plan activities and resources to provide good challenges for most children. The manager has increased the focus on staff's development and their understanding of safeguarding concerns. For instance, training and support have enhanced staff's awareness of how to report concerns quickly. The good levels of support have also enhanced the quality of teaching and staff's knowledge of how to meet children's individual needs. Strong teamwork successfully promotes good outcomes for children's learning.

Quality of teaching, learning and assessment is good

Staff skilfully and sensitively engage with the children. For example, older and younger children explore the outdoors looking for reindeer shapes and confidently count and match these well. Staff provide a good balance of activities and support children's learning and interests well. For instance, they help children to understand which side of the shape cutter is sharper and how to roll the clay to a thickness that is easier for them to cut. Children confidently build using bricks. They compare the height of their tower to their own height before laying the tower horizontally along the floor. Staff encourage the children to use their imagination and this becomes a track where they make sounds that replicate a train moving. Staff model language well. They ask questions and children listen well to a sound game associating the noises they hear to pictures on a board. Children confidently use language and demonstrate good social skills by helping others to find their pictures too.

Personal development, behaviour and welfare are good

Staff promote children's health and physical well-being well. Children follow instructions, enjoy action rhymes and yoga, and eagerly explore the equipment outdoors. They demonstrate good independence and self-care skills. They competently wash their hands, pour their own drink, and put the hose pipe in the watering can to fill it up. They eagerly explore the outdoors and manoeuvre the wheeled toys with control. Children behave well. Staff are positive role models and praise children's achievements. For instance, children cheer and raise their arms as they successfully complete the game. They have good levels of self-esteem.

Outcomes for children are good

Children are confident and independent learners. They enthusiastically engage and establish good friendships. They eagerly participate in games, and enjoy matching, and recognising numbers and patterns. Children gain strong skills in preparation for writing and they confidently manipulate tools to make marks, showing increasing levels of concentration. Children are animated. For instance, they have fun, engage in music and movement and listen well. Children gain good skills ready for future learning and school.

Setting details

Unique reference number	EY494722
Local authority	Devon
Inspection number	10084821
Type of provision	Sessional 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 - 8
Total number of places	44
Number of children on roll	65
Name of registered person	Marshall, Felicity Jane
Registered person unique reference number	RP901314
Date of previous inspection	15 March 2018
Telephone number	01364 72020

Skylark Nursery School registered in 2015. It is located in Ashburton, Devon. The nursery is open from 8.30am to 4pm on Monday to Thursday and from 9am to 1.30pm on Friday, during school terms. The nursery follows the Montessori approach to learning. The nursery receives funding for the provision of free early education places for children aged three and four years. There are nine staff who work with the children, including the manager. Of these, five hold a childcare qualification at level 2 and above.

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