

<b>Inspection date</b>	28 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

- Staff know the children very well. They are kind and caring and meet their needs effectively. Children, even those who are new, form secure relationships with the staff and good friendships with one another.
- Children's behaviour is good. Staff are kind and consistent in their approach to managing children's behaviour. They give children lots of praise and this helps them to feel good about themselves. Children, including the youngest, learn to share and take turns and play cooperatively together.
- Self-evaluation is effective and includes the views of staff and parents. Management and staff have made improvements that have had a positive impact on outcomes for children. For example, staff gain more detailed information from parents about their children's development to inform planning when they first start.
- Staff observe and assess children's progress carefully, including those with special educational needs and/or disabilities and those who learn English as an additional language. Staff and management identify any areas where children need additional support and put in place plans to close any gaps in learning and help children catch up. Overall, children make good progress in most areas of learning.
- Partnerships with parents are good and parents report that staff keep them well informed about their child's development and how they can support learning at home. For example, parents are encouraged to learn the 'hand sign of the week' with their children.
- Occasionally, staff do not make the most of opportunities to extend older children's mathematical skills, particularly in simple calculation.
- Staff have not explored all ways to develop strong partnerships with other settings children attend, in order to further promote consistency in children's learning.

## What the setting needs to do to improve further

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

- increase opportunities for children to develop their mathematical skills further, particularly with simple calculation
- explore more ways to share information with adults working with children at other settings they attend, in order to further promote consistency in children's learning.

### Inspection activities

- The inspector observed staff's teaching and the impact on children's learning indoors and outdoors.
- The inspector carried out a joint observation with the manager and discussed how the manager evaluated the quality of teaching.
- The inspector spoke to parents and took account of their views.
- The inspector had a leadership meeting with the management team and discussed training and self-evaluation, and sampled required documentation.
- The inspector spoke to staff and children at appropriate times during the inspection.

### Inspector

Charlotte Jenkin

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Management and staff have a secure knowledge of child protection issues and the procedures to follow if concerned about a child's welfare. The management team keeps staff up to date with current safeguarding guidance, such as fabricated illness. They regularly test staff's knowledge, such as by giving them quizzes and scenarios to discuss. Staff liaise closely with relevant agencies to share information to promote children's well-being. Overall, management monitors staff's teaching practice carefully and gives them clear areas for development. For example, staff have recently improved how they support children's language by giving them more time to answer questions. Staff seek advice and support from other professionals working with children to meet their needs well. Parents are very pleased with the care and education their children receive. They report their children have grown in confidence and are well prepared for starting school.

### Quality of teaching, learning and assessment is good

Staff engage with children during their play and support their learning well. For example, staff encouraged babies to investigate coloured spaghetti and talked to them about what they could feel and see. They promote babies' developing language well. Staff encouraged toddlers to solve problems when rolling balls down some ramps. They got the children to predict what would happen if one of the ramps fell and became flat. Staff encourage pre-school children to talk about their experiences, such as what birds they found when they took their binoculars out in the garden. They ask children questions about where birds live and what materials they use to make their nests. They promote children's language and understanding of the world.

### Personal development, behaviour and welfare are good

Key persons know their key children well and help them settle quickly into the nursery and when they move between rooms. For example, they give parents and children a 'welcome to the room' pack so they become familiar with staff and the environment. Children learn about the importance of healthy lifestyles. They enjoy playing outside, digging in the sand and making pretend food in the mud kitchen. Children eat healthy snacks and freshly cooked meals. They learn about their own traditions and those of their friends. For example, children listened to their friends' favourite stories that had been translated from their home languages to English. They learn to respect other ways of life.

### Outcomes for children are good

Babies develop confidence to explore their surroundings and toddlers are keen to communicate their ideas. Older children are keen to share what they know about the world, for example that birds live in nests and they make them with twigs. Children enjoy listening to stories, playing musical instruments and joining in with action songs. They use their imaginations well and develop literacy skills, including letter recognition. Children acquire the skills they need for their next stage in learning.

## Setting details

<b>Unique reference number</b>	EY542063
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10089575
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Sixpenny Limited
<b>Registered person unique reference number</b>	RP906546
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01672 511931

Sixpenny Day Nursery is one of two nurseries run by the provider. It is located in Devizes, Wiltshire. The nursery is open Monday to Friday all year round from 7.30am to 6pm. Eight members of staff work with the children and all hold appropriate early years qualifications; two at level 6, three at level 3 and three at level 2. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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