

# Inspection of Sibton Nursery School

Sibton Nursery School, Yoxford Road, Sibton, Saxmundham, Suffolk IP17 2LU

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Inspection date: 8 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Staff warmly greet children when they first arrive at the nursery. This helps children to feel safe and welcome. They settle in quickly and enjoy doing things for themselves. They learn how to find their peg and hang their coats up when they arrive. Children practise registering by writing their name on the signing-in board. Some children are mark making while others are forming the letters of their name.

Staff plan activities that support skills, such as turn-taking, speaking and listening. Children are developing their confidence and independence. For example, when cooking, children go to the shelves to get ingredients themselves. They look at the recipe card to see what they need to do next. Children enjoy learning how to rub the flour and butter together using their fingertips.

Parent partnership is good, and parents have strong, trusting bonds with all staff. They are happy with the care their children receive and to hear how their child's day at nursery has been. Many parents talk about the good progress their children have made since attending.

## **What does the early years setting do well and what does it need to do better?**

- Staff are very knowledgeable about their key children and respond well to their needs. This means children make good progress. Home visits before children start nursery allow the manager and the child's key person to learn about children's home lives and the experiences they share with their families. This means children are happy and have a familiar adult with them when they start nursery.
- The nursery has high expectations for children's behaviour. Staff support children to manage their feelings and behaviour well. For example, when children struggle to share, staff intervene. They use a combination of distraction and encouragement to support the process. This minimises any upset and helps children to develop an understanding of how to share with and care for their peers.
- Children show high levels of concentration during activities, which are well thought out and planned by adults. For example, while making mince pies, children engage and contribute to each step of the process. Children are keen to have a go and discuss what they think will happen next.
- The setting supports children to develop a love of reading. They encourage children to choose books from the nursery to take home and read with their parents. When they have finished, they can replace it with another book.
- Children have opportunities to practise what they are learning throughout the day. For example, they practise writing their names at different times, such as when they first arrive and self-register. They also write their names on paper

bags to take home at the start of the cooking activity.

- Children with special educational needs and/or disabilities are well supported. Leaders use funding well to support children's individual needs. The special educational needs coordinator works well with other professionals and the local authority to ensure children achieve the best possible outcomes.
- The manager monitors staff practice effectively. She holds regular one-to-one sessions with them following peer observations. She works alongside staff in their rooms. This means she can model best practice to help them improve on any weaknesses. The peer observations are often recorded to allow staff to watch themselves. This helps them to self-reflect.
- Children enjoy healthy meals, and the cook works well with parents to meet children's dietary requirements. Children learn the importance of a healthy diet and exercise. However, staff do not always teach children about the importance of following good hygiene practices. For example, they do not teach children to cover their mouths when coughing or to ask for new cutlery if they drop them.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager deploys staff effectively to keep children safe. She ensures that staff keep their safeguarding training and paediatric first aid up to date. Staff understand the signs that a child may be suffering from harm. They know who to contact if they have concerns about a child's welfare. They are clear about what they must do if they have a concern about a colleague. This ensures that children receive swift support when they need it.

## **What does the setting need to do to improve?**

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

- support staff to help children learn about good hygiene practices and why they are important.

## Setting details

<b>Unique reference number</b>	EY403549
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10262847
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Dummett, Theresa Ruth
<b>Registered person unique reference number</b>	RP512584
<b>Telephone number</b>	01728 660200
<b>Date of previous inspection</b>	3 April 2017

## Information about this early years setting

Sibton Nursery School registered in 2010 and is situated in Saxmundham, Suffolk. The nursery employs 21 members of childcare staff. Of these, 17 hold appropriate early years qualifications from level 2 to level 7. The nursery opens Monday to Friday, all year round, apart from two weeks at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. There is also a holiday club for children aged up to nine years.

## Information about this inspection

### Inspector

Nina Hopson

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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