

# Inspection of Sixpenny

Old Farrowing House, Roundway Business Centre, Devizes, Wiltshire SN10 2LT

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Inspection date: 17 October 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children's confidence grows effectively in the caring environment that the friendly staff provide. Babies snuggle in with staff to look at their 'family book', excitedly pointing at photographs. There is a calm atmosphere across the whole nursery. Staff have undertaken training to help them support children's behaviour. Babies and younger children learn to take turns. Older children play together well and build friendships. They 'pass a hug' around their group during their early morning welcome session. Children also learn about their emotions by engaging in interesting activities, including children with special educational needs and/or disabilities (SEND).

The nursery curriculum is well planned and ensures that children develop their skills effectively. Staff make good use of all areas, including the meadow and woodland, to provide children with wonderfully inspiring opportunities to be active outside and to explore the natural world. Babies negotiate little slopes and suitably challenging terrain in their designated garden. Toddlers excitedly explore the crunchy leaves in the woodland. They make mixtures with leaves and sticks and add water, collecting this independently from the tap. Older children enjoy a game of 'What's the time, Mr Wolf?'. They imaginatively build a helicopter with large construction blocks and work together to carry this around to make it 'fly'. They also enjoy exploring pumpkins in their forest school session, as well as yoga out in the meadow.

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

- Each child's key person and 'buddy' use their observations and assessments to clearly identify the next steps in children's learning. Staff find that the new in-depth six week focus on each area of learning helps them get to know each child's development thoroughly. Children make good progress, and older children are well prepared for their move on to school.
- Children's care needs are supported effectively. Clear procedures help staff to implement suitable practice. Staff are mindful of children's needs. They ensure their comfort and well-being by, for example, ensuring that nappies are changed regularly and dietary requirements are adhered to. Management has been reviewing, updating and monitoring these systems to ensure they are robust and implemented effectively.
- Group times for the older children are well led. Children listen and are keen to join in. Babies and toddlers enjoy singing sessions and story times. However, occasionally, activities for the younger children are pitched too high. They become disinterested, and their learning does not develop as much as it could.
- Children's confidence and communication are progressing well. Staff take time to talk and listen to babies and children, modelling language appropriately for

them. Older children confidently count and use mathematical language related to size. Staff ask children questions to encourage their thinking and conversation, and they ensure that quieter children are given time to respond, including children with SEND.

- Children are happy to take on challenges. Some staff readily encourage children to 'have a go', and older children work hard to fit large construction items together. However, at times, staff do things for the children instead of encouraging them to do things themselves. Staff do not always encourage children to persevere in cutting up their food, or for the toddlers to fit lids onto items correctly, or for babies to help tidy away the toys.
- Staff liaise with parents and other professionals working with children to provide a consistent approach to the support children receive. Partnerships with parents are something the management team is continuing to enhance. The management team acts on the views of parents by, for instance, adapting the methods staff use to share information. Parents' evenings have been planned to help staff share more about children's learning and development.
- Many staff offer effective, flexible support for children's needs, both individually and as a group. However, staff working in some rooms do not always organise the routines of the day as effectively as possible. On occasion, toddlers have to wait until the whole group is ready to go outside, and some of the areas for babies are not always organised quickly and effectively.
- The area managers of the parent company are working closely with the new manager and existing deputy managers to support the whole team. They are reflective and have good processes for evaluating their practice and provision. Staff are happy and say they are well supported by the new company. They undertake early years qualifications and a range of additional training.

## Safeguarding

The arrangements for safeguarding are effective.

Security procedures are robust. Managers and staff ensure that entry procedures are adhered to. They supervise the children closely to ensure that they are kept safe. Staff skilfully teach children of all ages safe practices, helping them very beneficially to learn to recognise and manage the risks they encounter. The managers follow safe recruitment and careful induction processes. Staff are aware of the possible signs of abuse and what to do if they have any concerns about children's welfare or the conduct of other staff. Managers ensure that staff have strong safeguarding knowledge through regular high-level training, as well as close focus on different aspects of practice during meetings.

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

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

- plan more precisely and adapt teaching to younger children's needs, developing their skills to the highest level
- make the most of opportunities to encourage children to do things for themselves and persevere with tasks, and develop their independence skills further
- support staff working with the younger children to consistently organise the routines of the day as effectively as possible.

## Setting details

<b>Unique reference number</b>	EY439647
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10313585
<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>	0 to 4
<b>Total number of places</b>	138
<b>Number of children on roll</b>	149
<b>Name of registered person</b>	Sixpenny Limited
<b>Registered person unique reference number</b>	RP906546
<b>Telephone number</b>	01380 730438
<b>Date of previous inspection</b>	13 May 2019

## Information about this early years setting

Sixpenny registered in 2012. It is in Devizes, Wiltshire. It changed ownership in December 2021 and is now operated by The Old Station Nursery group. It is open from 7.30am to 6pm, Monday to Friday. There are 43 members of staff, 29 of whom hold an appropriate early years qualification ranging from level 2 to level 6. The nursery provides funded places for children aged two, three and four years.

## Information about this inspection

### Inspectors

Rachel Howell

Tracey Cook

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the managers and have taken that into account in their evaluation of the provision.
- One of the inspectors joined the manager on a learning walk around the provision, discussing how these areas are used and the curriculum is outlined.
- The inspectors observed the children and staff and spoke with them at appropriate times during the inspection.
- Leadership and management meetings were held with the management team.
- One of the inspectors evaluated the effectiveness of an activity with a member of the management team.
- Parents shared their views of the provision with the inspectors.
- Relevant documentation was reviewed by the one of the inspectors, including suitability checks and paediatric first-aid qualifications.
- The manager discussed their safety and child protection procedures, and safeguarding discussions were undertaken with members of the staff team.

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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