

Sunny Socks Nursery Schools Ltd

Park Farm, Spratton Road, Brixworth, Northamptonshire, NN6 9DS



Inspection date	4 November 2015
Previous inspection date	9 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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

- Children are eager to participate and show high levels of engagement in activities. They are curious and keen to try things out for themselves. They make good progress and acquire good skills and attitudes to support their future education.
- Parents are positive about the nursery. They regularly receive information about their child's progress and next steps in learning. Staff value parents' contributions about their children's achievements at home and work with them to effectively promote consistency and continuity in children's learning.
- Children are confident and behave well. Staff are good role models and are consistent in their behavioural expectations. Children are learning to negotiate with each other as they take turns and share toys.
- Children enjoy a wide range of activities both indoors and outdoors which promote their independence and imaginations.
- Staff are highly valued and well supported to gain professional qualifications. Management target training opportunities to inspire and develop staff, in order to meet the needs of children that attend.

It is not yet outstanding because:

- Sometimes, staff are less skilled at extending learning opportunities when older children develop activities to pursue their individual interests.
- Leadership and management do not yet analyse the impact of nursery practice for the different groups of children that attend.

What the setting needs to do to improve further

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

- enhance the quality of teaching to enable staff to more fully respond to children's spontaneity during play, extending learning opportunities to the highest level
- develop and embed systems to analyse the effectiveness of practice, in order to identify the impact of the good teaching for the different groups of children that attend, to ensure all children have equal opportunity to make rapid progress given their starting points and capabilities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Gail Warnes

Inspection findings

Effectiveness of the leadership and management is good

The leadership team fully understand the responsibilities of the Early Years Foundation Stage. They have a clear vision for children to have fun and make good progress. Leaders and staff establish effective partnerships with parents and other professionals to ensure children benefit from continuity in their care and learning. Leaders review the progress children make to ensure assessments are accurate. However, systems are still being developed to review the impact of nursery practice on the different groups of children that attend. Consequently, leaders cannot be certain that children who require additional support make as much progress as possible. The arrangements for safeguarding are effective. Staff fully understand their role to protect children from harm and what to do should they have any concerns regarding a child's welfare. Recruitment procedures are robust in ensuring only suitable adults work with children.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good and reflects a recent training focus to improve teaching across the nursery. There is a strong focus to support children's developing communication and language skills across all age groups. Staff talk to children and listen to what they have to say with genuine interest. Children are beginning to speculate what might happen next as they race toy cars through long tubes. Staff give babies time and space to explore different textures during messy play activities. They describe their actions enthusiastically and warmly repeat their first sounds and utterances back to them. Older children are eager to join in with activities and are confident to develop them to their individual interests and learning styles. However, sometimes, staff do not always revise their approach to maximise learning opportunities when children pursue their own ideas. Staff establish effective partnerships with parents. They use a range of strategies to ensure parents are regularly updated with the progress their children make.

Personal development, behaviour and welfare are good

Staff ensure settling-in arrangements are flexible to meet the needs of individual children and their families. They gather meaningful information from parents about what their child can do. Staff firmly establish children's starting points and plan promptly for their next steps in learning. Staff skilfully support children's growing independence from the start. Children develop an understanding of what may pose a risk to their safety. They learn how to negotiate stairs safely and consider the risks of the changing environment in wet weather. Staff routinely talk to children about healthy food choices. Children enjoy running in the spacious outdoor environments. They investigate the changes made to soil when they add water and develop their own water channel to explore the properties of water. Children are well prepared emotionally for the move to school.

Outcomes for children are good

All children make good progress and are typically working at the level expected for their age. They acquire good skills and attitudes to support their future education.

Setting details

Unique reference number	EY296426
Local authority	Northamptonshire
Inspection number	861581
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	59
Name of provider	Sunny Socks Nursery Schools Ltd
Date of previous inspection	9 March 2009
Telephone number	01604 882155

Sunny Socks Nursery Schools Ltd opened in 1989. The nursery employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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