

Sugar 'n' Spice

Bradwell Methodist Church, Bradwell Lane, Bradwell, Newcastle, Staffordshire, ST5 8JS



Inspection date 12 November 2015
Previous inspection date 31 March 2011

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

- The nursery manager and the practitioners consistently demonstrate a very good understanding of how children learn. Children freely explore the rich and engaging learning environment. Their play is inventive and adventurous. Practitioners join in enthusiastically.
- The quality of teaching is good. The experienced practitioners skilfully support children to think deeply and to develop their own ideas as they play.
- Partnerships with parents are strong. Parents feel well informed about their children's progress and development. They are encouraged to make observations of their children's learning at home when they help children to carry out interesting homework tasks.
- Practitioners make accurate assessments of children's achievements. The manager monitors children's progress from starting points that are established when they first attend the nursery. Children whose starting points are below those of other children the same age make good progress and gaps close steadily.
- Children's communication and language is promoted well. Practitioners help children to link what they see and do to the words that they hear and say. Children sing familiar songs and learn the words to new ones, extending their vocabulary.

It is not yet outstanding because:

- Practitioners do not always share the next steps for children's learning effectively enough with everyone involved in their care. Consequently, children do not always make the swiftest progress in their learning.
- Practitioners do not take every opportunity to discuss safety and help children develop a more indepth understanding of how to safely manage risks when they play.

What the setting needs to do to improve further

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

- share identified next steps for children's learning with everyone involved in supporting the child
- build on children's already good understanding of how to play safely.

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 manager.
- The inspector spoke with the manager during the inspection. 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 a small selection of parents and carers during the inspection and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

Leadership is good. The manager checks practitioners' performance and sets them individual targets to continuously improve their teaching. Practitioners apply what they learn at training to their practice. For example, practitioners attend training about how children's emotional well-being influences the rate of their learning. As a result, they now focus even more on helping children to become confident. The manager's vision for high-quality provision is clearly communicated and leads to practical improvements. For example, the outdoor play area has been enhanced and now provides excellent learning opportunities. The daily exchange of information between the setting and the schools children attend promotes children's safety and well-being. For example, information about children's accidents and injuries is effectively communicated to parents. However, children's identified next steps in learning are not always as effectively shared. Safeguarding is effective. Practitioners know what they must do if they consider a child to be at risk of abuse or neglect.

Quality of teaching, learning and assessment is good

The well-qualified practitioners skilfully talk with and question children as they play. This promotes children's understanding and encourages them to express their thoughts and ideas. Practitioners know how to provide just the right amount of prompting to stimulate children's imagination. They play with children in the home corner. They encourage children to count, sing and develop stories for their pretend play. Practitioners think out loud so that children hear examples of problem solving and learn to solve problems themselves. Children go on local outings and exciting day trips. Practitioners use the outings to extend children's learning. Children remember the bus they travelled on. They confidently draw plans for building their own bus. This provides them with an opportunity to represent their ideas on paper and also promotes their early writing skills.

Personal development, behaviour and welfare are good

The nursery is a happy and lively place. Relationships are good. Daily routines provide opportunities for children to participate in large and small group activities. They have plenty of time to develop complex and interesting self-chosen play. Children behave well because boundaries for their behaviour are clear. Children remind each other about acceptable conduct. Children form rewarding friendships. They learn to respect and help other people. Children are extremely active. They have opportunities indoors and outdoors to develop strength and agility. Children become independent. Practitioners teach them to use knives safely when they cut their own fruit at snack time. Children learn to make healthy choices in their diet.

Outcomes for children are good

All children, including those in receipt of funded education and additional funding, make good progress. Children learn to link sounds and letters. They begin to read books. Children who make better than expected progress are effectively challenged and keep learning at their own rate. Children acquire skills, knowledge and attitudes that prepare them well for starting school.

Setting details

Unique reference number	218501
Local authority	Staffordshire
Inspection number	865763
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	29
Number of children on roll	67
Name of provider	Sharon Joy Nicklin
Date of previous inspection	31 March 2011
Telephone number	01782 712570

Sugar 'n' Spice Day Nursery was registered in 1990. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also provides out-of-school care for children up to the age of eight years.

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