

Sunny Socks Nursery Schools Ltd

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



Inspection date	23 August 2019
Previous inspection date	4 November 2015

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

- Children flourish in this friendly and stimulating nursery. Staff place children's emotional well-being and happiness at the centre of all that they do. The manager and provider are passionate about continuing to improve the provision and outcomes for children.
- Children make good progress in their learning and development. Staff carry out regular observations and assessments to help them identify children's next steps in learning. Their knowledge of their key children is strong and this helps them to plan for children's individual needs and interests.
- Staff promote children's communication and language development well. They repeat key words back to children and adapt their interactions to support children to develop good speaking and listening skills.
- The new manager has introduced systems to monitor and support staff practice. However, these are not yet fully embedded and there is further support needed to raise the quality of teaching, knowledge and skills to the highest level.
- Children are happy, relaxed and demonstrate positive behaviour. Staff support them to share and take turns in their play. Older children show consideration towards younger children and are polite and respectful in their interactions with them.
- Partnerships with parents are strong. Staff regularly share information with them about their children's learning. They suggest activities for parents to do with their children at home that complement their learning in nursery. Parents positively comment on the 'family feel' of the nursery and the exciting and stimulating outdoor areas.
- Staff occasionally miss opportunities to challenge the most able children's learning, to accelerate their progress even further.

What the setting needs to do to improve further

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

- enhance opportunities to challenge the most able children, to help accelerate their learning even further
- build on the processes in place to monitor staff practice more precisely and help raise the quality of staff teaching, knowledge and skills to the highest level.

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 had a tour of the premises with the nursery manager.
- The inspector completed a joint evaluation of an activity with the nursery manager and spoke with staff and children during the inspection.
- The inspector held a meeting with the nursery manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views from documents provided for the inspection.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are vigilant and have a clear understanding of their roles and responsibilities. They know how to recognise the signs and symptoms of abuse. Staff undertake regular child protection training to keep their knowledge and skills up to date. They are aware of the procedures they need to follow if they have any concerns about the children in their care. The provider and manager reflect on the service they provide. They value feedback from staff and parents to help identify further improvements. The manager monitors the progress made by individual and groups of children. For example, she identified a gap in the curriculum for mathematics and swiftly put actions in place to address this.

Quality of teaching, learning and assessment is good

The quality of staff teaching is good and, in some instances, outstanding. Children thoroughly enjoy spending time outdoors. They relish playing in the stimulating garden and display their excitement when going on learning walks around the farm. Older children act out stories they have been reading and babies enjoy exploring using all their senses. Staff provide children with rich learning experiences that keep them engaged and focused. Older children go on bug hunts to enhance their knowledge of the habitats in which insects live. Younger children routinely use numbers in their play. For example, they role play being shop keepers and make marks with pencils to represent what they have sold. Staff support children to gain an understanding about plants and how they grow. Children enjoy learning about worms, composting and growing their own fruit and vegetables.

Personal development, behaviour and welfare are good

Children develop positive attachments with the caring and attentive staff. They are proud to share their achievements with them and seek them out for a cuddle when they need reassurance. Staff support children to develop excellent physical skills in the constantly evolving outdoor spaces. For example, older children confidently climb trees, negotiate obstacles and build complex structures using a wide range of materials. Staff encourage children to learn to manage their own risks and provide support when needed. Staff support children to develop their understanding of healthy lifestyles. Children know to wash their hands after touching the animals and enjoy learning about making healthy food choices. Staff teach the children about staying safe when playing out in the sun. For example, they apply regular sun cream to keep children protected from the sun's harmful rays.

Outcomes for children are good

Younger children develop the key skills they need to support their next stage in learning. Older children are well prepared for their move on to school and more formal education. Children are active learners and confident communicators. Younger children are developing an interest in books and enjoy sharing their favourite stories with staff. Older children demonstrate confidence and work cooperatively together to solve problems for themselves.

Setting details

Unique reference number	EY296426
Local authority	Northamptonshire
Inspection number	10065171
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	56
Number of children on roll	85
Name of registered person	Sunny Socks Nursery Schools Ltd
Registered person unique reference number	RP901783
Date of previous inspection	4 November 2015
Telephone number	01604 882155

Sunny Socks Nursery Schools Ltd registered in 1989. The nursery employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

