

# Linslade Child Care

c/o Linsdale Lower School, Leopold Road, Leighton Buzzard, BEDFORDSHIRE, LU7 2QU

<b>Inspection date</b>	03/06/2014
Previous inspection date	10/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Practitioners' good communication with parents enables them to gain a thorough understanding of each child. As a result, children are settled, secure and have positive relationships with practitioners.
- Practitioners are supported well by managers and confidently use effective teaching methods. They make practical use of their assessments of children in order to plan play opportunities that support children in making purposeful progress.
- Children enjoy the activities offered as these are well planned and reflect their current interests. Consequently, children are motivated and eager to participate, thus promoting their positive attitudes to play and learning.
- Practitioners and managers work well together and are committed to reviewing and improving the setting's practice. They set high standards and ensure that children's safety and development are promoted and safeguarding procedures are rigorously implemented.

### It is not yet outstanding because

- The outdoor area is not always used to the optimum as children do not consistently access an extended range of resources that enable them to develop their play further.
- The opportunities for children to explore and experiment are not always fully maximised through offering them open-ended resources and activities.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the two main rooms and the outside area.
- The inspector held meetings with the owner/manager and daily manager of the provision and carried out a joint observation with the daily manager.  
The inspector looked at children's assessment records and planning documentation.
- The inspector also checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation information and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own feedback.

## Inspector

Kelly Eyre

## Full report

### Information about the setting

Linslade Childcare was registered at its current location in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in an independent unit within the grounds of Linslade Lower School, Leighton Buzzard, Bedfordshire. It is managed by a private provider and has links with the host school. The setting serves the local and neighbouring area and is accessible to all children. It operates from two main rooms and there is an enclosed area available for outdoor play. There are currently seven staff working directly with the children. Of these, two hold appropriate early years qualifications at level 2, and four hold qualifications at level 3 or above. The setting opens Monday to Friday all year round, except for two weeks at Christmas. The breakfast club operates from 7.30am to 9am. Pre-school sessions are from 9am to 12noon and 12.30pm to 3.30pm, with the option of a lunch club from 12noon to 12.30pm. After school care operates from 3.30pm to 6pm. Holiday care is also offered and this runs from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 38 children attending who are in the early years age group. The setting receives funding for the provision of free early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives support from the local authority.

### What the setting needs to do to improve further

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

- extend the access to resources in the outdoor area so that children are able to make further independent choices and extend their play
- enhance the opportunities for children to participate in open-ended activities in order to provide further chances for them to explore and experiment.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Practitioners are caring and invest time in getting to know each child. This ensures that they consistently offer children relevant support and activities. As a result, children are enthusiastic about their play and learning and have a positive approach to this. They are, therefore, well prepared when they start school. Children make good progress because teaching techniques are strong. Practitioners have a confident understanding of the Early Years Foundation Stage. They work well with parents to gather a wide range of initial information about their children. This enables practitioners to carry out a full assessment of children's starting points. They use this information to inform the planning and to help in monitoring children's progress. Practitioners have good relationships with parents,

encouraging them to share updates about their children. For example, parents write about their child's achievements at home and post these updates on the setting's 'Wow!' board. They are then discussed and celebrated with the children and used by key-persons to update children's assessment records. Parents are supported well in extending their child's learning at home. For example, practitioners support parents in dealing consistently with any behavioural issues. They also send home activities, such as sheets for children to record their holidays or weekends, either in photographs or with their own illustrations.

Children are supported well in developing the necessary skills for effective learning. They learn to review their own work and to feel proud of their achievements as they work with their key-person to update their learning journeys and look back on past achievements. Good staff interaction helps children to develop their language skills and solve simple problems. For example, a practitioner joins children playing with a train set. She encourages them to talk about their play and they describe the journey that the train is taking. The practitioner sensitively introduces new vocabulary, such as, 'diversion' and 'collision' and the children go on to use these words as they play. The practitioner encourages them to count the number of carriages on each train, and they work out how many carriages they need to add to one so that the numbers are equal. Thoughtful daily procedures help children to settle and to extend their social and communication skills. For example, during morning registration time, all children thoroughly enjoy joining in with the setting's greeting song, helping them to get to know the names of their peers. Children also eagerly share their news at this time, and learn to identify letters as they look at a label showing the name of the weekday. Additionally, they carefully count the number of children present, competently adding to this as further children arrive. They then identify the numbers they need in order to display the total number of children present. Children participate in structured activities that enable them to explore and experiment. For example, they enjoy a craft activity to make 'cowboy campfire baked beans', where they work out which paint colours to mix to make an orange colour for the beans. However, they are not always offered the opportunity to participate in activities that encourage children to more fully explore and experiment independently.

Practitioners observe children as they play, keeping accurate records of their progress and current interests. They actively use this information to inform the planning of children's next steps and to ensure that the daily planning reflects their interests. Managers are actively involved in the planning process. They support practitioners well in ensuring that children are offered a balanced range of play opportunities that promote each area of learning. The good planning extends to the out of school provision. Children are offered a wide variety of activities but practitioners also recognise that children need time to relax and socialise with their peers, and so make sure that they provide these opportunities. Children who have special educational needs and/or disabilities are supported well so that they make good progress. Practitioners work in partnership with families and any other professionals so that they fully understand the children's needs and use appropriate methods when supporting them. For example, they make sure that children understand what resources and activities are available and support them in making choices about their play. Children's physical development is promoted well. For example, they enjoy regular music and movement sessions. These sessions help the children to become aware of the space around them and to improve their skills in balance and coordination. Well-planned activities support children in developing a meaningful understanding of diversity. For

example, they enjoy an 'around the world' topic, where they look at the culture and customs of other countries. Children who speak English as an additional language are supported well. Practitioners work with parents in order to understand and assess children's development of speech in their home language before planning how best to support them in developing their use of English.

### **The contribution of the early years provision to the well-being of children**

The setting uses the key-person system well in order to support partnership working with parents. This helps to ensure that practitioners understand each child and offer them consistent support. This well-implemented system means that children are happy and secure and develop good relationships with practitioners. For example, they chatter with practitioners about recent events and naturally turn to them for help. The setting's thoughtful procedures mean that children are involved in daily decisions. For example, there is a weekly meeting, where older children talk with practitioners about the activities they would like to do. This has resulted in additional activities, such as den building and making pizzas, and a quiz night at the after school club. These procedures promote children's social skills and help them to feel welcome and valued. As a result, they are positive and motivated and are well prepared for school and future learning.

Practitioners' good communication with parents means that they understand children's preferences and abilities. Practitioners help new children to settle as they work closely with parents to develop a settling-in programme that suits each child. Children play in mixed age groups during each session. This means that they learn from each other and supports them in developing their communication and social skills. Careful consideration has been given to ensuring that indoor areas are interesting and well-equipped, with a wide variety of accessible resources. Children, therefore, have opportunities to choose their resources and explore further. However, resources in the outdoor area are not always as readily accessible and so do not make full use of opportunities for children to select their own toys and equipment and so extend their play to the maximum.

Practitioners are good role models to children. They demonstrate a genuine care and respect for all, thus creating a positive environment. Children respond to this and play well together. They gain a good understanding of how to manage their own behaviour as practitioners offer them clear explanations and practical support. This is also reflected within the setting's daily routines. For example, during registration time, children and practitioners talk about being kind and polite and remembering to say 'excuse me' if someone is in the way. Children are supported well in developing their self-care skills. For example, they put on their own shoes before going outside and help serve their own snacks. Children are offered good opportunities to learn about healthy lifestyles. Their understanding of the effects of exercise is promoted as they note their raised temperatures and heart rates after physical activities, such as running or music and movement sessions. Their awareness of healthy eating is extended as they grow and eat their own vegetables, talking about why these are good for their bodies. Children are also supported well in gaining a thorough understanding of how to keep themselves and others safe. For example, they discuss how to use the slide and climbing frame safely, and

understand why it is important to allow space for other children and take turns when using this equipment.

### **The effectiveness of the leadership and management of the early years provision**

Children's welfare is consistently promoted because arrangements for safeguarding are thorough. All practitioners have completed training in this area and demonstrate a good understanding of the process to follow should they have any concerns about a child. Robust recruitment procedures and ongoing checks ensure that all practitioners are suitable to work with children. Children's welfare is further promoted as the manager uses a 'welfare audit tool', supporting her in carrying out full and regular checks. Thorough risk assessments ensure that children play safely in a well-organised environment. The setting's well-planned daily procedures further promote children's safety. For example, at the end of the breakfast club session, children calmly collect their belongings and are accompanied by practitioners to each relevant area of the school. Managers and practitioners work together to continuously evaluate their work. They seek feedback from parents and children, giving them a representative outline of their strengths and areas for improvement. This feedback is taken positively and managers use it to develop practical action plans that lead to improvements. Recent changes include the provision of a climbing frame and slide in order to offer children further opportunities for physical play indoors.

The manager/owner and daily manager work well together and set high standards for the setting. They have good procedures to ensure that practitioners are well supported in their work and in attending training and gaining higher childcare qualifications. This has a positive impact on children. For example, as a result of specific training, practitioners now make greater use of songs, rhymes and picture cards to encourage children's early language skills. Practitioners work well together to ensure that they are meeting the requirements of the Early Years Foundation Stage. They regularly review their work and the setting's policies in order to check that they are consistently promoting children's health, welfare and development. The manager has formulated practical check sheets that aid her in monitoring each child's progress and in identifying any areas where they require further support. This enables her to support practitioners in planning for each child and ensuring that all make good progress.

Practitioners are experienced in working in partnership with other professionals and have developed a good understanding of the help they offer. This supports them in seeking any further help needed by children and their families. Practitioners utilise good procedures for sharing information with other providers caring for the children. For example, they use the home-link books to exchange assessment and planning information. This enables all to work together to promote children's welfare and development. The setting's good partnership working with parents ensures that parents are kept well informed of their child's progress. Parents report that they appreciate this good communication, which includes a home-link book, daily discussions and electronic messages.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY236111
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	877443
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Sandra Ridge
<b>Date of previous inspection</b>	10/05/2012
<b>Telephone number</b>	07957751919

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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