

# Little Badgers Child Care

Shaftoe Trust Controlled First School, Haydon Bridge, HEXHAM, Northumberland,  
NE47 6BN



<b>Inspection date</b>	19 January 2015
Previous inspection date	15 December 2010

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

## Summary of key findings for parents

### This provision is good

- Teaching is strong and staff provide a broad range of stimulating activities for children, which supports them to make good progress in their learning.
- Staff support children well to develop early language and communication skills and their physical, personal, social and emotional development. As a result, all children are motivated and enthusiastic learners.
- Staff develop effective partnerships with parents and other professionals. This ensures children settle well and are supported as they move on to the next stage in their learning, including school.
- Children have good opportunities to make safe and independent choices. They learn to keep themselves and others safe. They behave well and are becoming increasingly responsible.
- The management team is reflective and drive improvement well. They demonstrate a strong commitment to promoting high-quality provision. Staff are qualified and have good knowledge of the Early Years Foundation Stage. They attend regular training, which has resulted in a good impact on the learning experiences they offer for children.

### It is not yet outstanding because:

- The performance management system is not yet rigorous enough to ensure that the good standard of teaching is raised even higher, so that children benefit from even more highly stimulating and motivating learning experiences.
- Possible gaps in children's learning are not always easily identified, because the systems for tracking children's progress are not yet highly effective.

## What the setting needs to do to improve further

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

- extend the systems of performance management to promote even higher standards of teaching, for example, by introducing peer-on-peer observations so that children's progress is maximised to the optimum
- enhance the systems for tracking children's progress, in order to more effectively identify and reduce any gaps in their learning.

### Inspection activities

- The inspector observed activities in both the inside and outside learning environments.
- The inspector spoke to the provider, staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Emma McKeown

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The continuous provision of high quality, stimulating resources and activities within the indoor and outdoor learning environments, provide opportunities for children to actively engage in purposeful learning experiences. Children have free access to a wide range of toys and resources that help them develop independence. Children enjoy creating a collage of their favourite foods and listen to each other as they talk about their choices. Staff sit alongside the children and make good use of opportunities to reinforce children's language and introduce new words. As a result, children make good progress in their communication and language skills. Children are very confident with their physical abilities and have a wide range of activities to develop these skills further and provide challenge. For example, as older children learn to balance on ride-on toys outside. Children's interests inform the planning of activities across all areas of learning. Key persons have a clear understanding of children's next steps in their learning. However, there is scope to further improve the systems for tracking children's progress in order to more effectively identify and reduce any gaps in their learning. Regular exchange of information about children's achievements and parents' positive contributions to children's assessments ensures children's learning is supported at home.

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

Children form secure attachments with their key person, who demonstrate an excellent knowledge of the children, their interests and their routines. This supports children's well-being and, in turn, has a positive impact on their learning. Staff are fully aware of the importance of meeting children's individual needs, to make them feel safe, secure and confident to explore. Children learn to develop an awareness of health and safety through the daily routines, discussions and activities. For example, children are provided with healthy meals in line with their dietary requirements. Children behave in ways that are safe for themselves and others as they remind each other to take care on icy paths. Children's behaviour is good because staff are good role models to children, frequently offering praise and calmly establishing expectations. Children are emotionally prepared for the next stage in their learning and development as the nursery supports them in making the move on to school when the time comes.

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

The management team demonstrate a secure knowledge of the learning and development requirements and how to keep children safe. Robust procedures ensure the safety of children is always highly prioritised. Effective partnerships between the nursery, parents and other professionals ensure that children's needs are quickly identified and well met. The management team are committed to promoting positive outcomes for children and ensure staff receive regular training. However, the performance management system is not yet rigorous enough to ensure that the good standard of teaching is raised even higher, so that children benefit from even more highly stimulating learning experiences.

## Setting details

<b>Unique reference number</b>	EY345618
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	863101
<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>	46
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Gayle Baty
<b>Date of previous inspection</b>	15 December 2010
<b>Telephone number</b>	01434 684446

Little Badgers Childcare was registered in 2007, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a prefabricated building on the grounds of Shaftoe Trust First School in the Haydon Bridge area of Northumbria, and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 49 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

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