

# Crowland Community Childcare



The Wheatsheaf Rooms, North Street, Crowland, Lincolnshire, PE6 0EF

## Inspection date

26 January 2015

Previous inspection date

22 February 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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

- A wide range of activities target children's specific interests and the next steps in their learning. They enthusiastically dress as pirates, doctors and firemen, ring each other on their mobile telephones and relish time spent with practitioners, singing and reading favourite stories. Children make good progress through the individualised support offered.
- Very successful partnership working with parents and other professionals and the hard work completed since the last inspection means that children experience consistency in their learning and the achievement gap is narrowed.
- All children attending this close-knit community setting flourish under the warm, responsive care they receive from practitioners who know them very well and work hard together with their families, to achieve successful outcomes for them.
- Practitioners place a high priority on their role and responsibility to safeguard children and promote their well-being while in their care. They undertake regular training and are vigilant in their response to any issue or concerns that may arise.

### It is not yet outstanding because:

- Practitioners do not always extend children's self-initiated learning during adult-led activities or promote their developing speech and language skills.
- There are fewer opportunities for children to experience regular risk and challenge during their outdoor play.

## What the setting needs to do to improve further

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

- increase the emphasis of adult interaction during focused activities to support children's learning and promote their language development by responding to their spontaneous comments, individual experimentation and investigation
- give further consideration to ways in which to provide children with regular opportunities to experience risk and challenge in the outdoor learning environment.

### Inspection activities

- The inspector observed activities in the setting and spoke with practitioners.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector reviewed the setting's self-evaluation form.

### Inspector

Deborah Hunt

## Inspection findings

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

Adults thoroughly understand how children learn and positively promote their progress. They are good role models who develop children's speaking and listening skills through the use of recognised language development programmes. They meet children's individual needs well. Children respond positively to adult guidance and learn to share and take turns. They make shakers for their music session and learn about the properties of the rice, peas and feathers, which they fill them with. However, adults do not always extend children's interest or learning because they focus on those closest to them. Children learn to recognise their names and enjoy sharing favourite books with adults. They show well-developed concentration levels for their age. Good quality resources are plentiful and accessible. Partnerships with parents and carers are strong. Parents highly value the efforts adults make to meet their child's needs. Children's achievements are carefully recorded and frequently shared with parents and carers. All children, whatever their needs or backgrounds, are equally valued, included and well catered for.

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

Children are safe and their welfare is prioritised in this welcoming, community-focused setting. There is thoughtful, wide-ranging promotion of children's spiritual, moral, social and cultural development. Warm, trusting bonds develop with adults who interact positively with children during their play. Designated pre-start sessions help new children settle easily and feel more confident when they begin attending. Children engage in active play inside and out and enjoy local trips. However, opportunities to experience risk and challenge are less well promoted in the outdoor environment. Children develop an awareness of others and the boundaries that are in place for their safety. Adults are calm and promote good behaviour through regular reminders about the setting's 'golden rules'. Children develop independence and become aware of healthy lifestyles. They peel and chop their own fruit and plant their own vegetables. This development of positive attitudes helps children to be ready for their eventual move to school.

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

The setting is well led and managed. Leaders have an accurate picture of the setting's strengths and weaknesses. They focus well on caring for children and maximising their progress. The leadership team work cohesively together. Their secure knowledge of the learning and development requirements and how to keep children safe, offers children a positive play and learning environment. Adults are vigilant in their supervision of the children and risk assessments are thorough. Strong recruitment, induction and a proactive approach to ongoing training are embedded within practice. Regular supervision meetings means that adults feel supported and valued. Managers are committed to ongoing improvement of the setting through effective monitoring and evaluation. Positive relationships exist with other early years providers and schools children move onto. This helps children make smooth transitions through consistent care and learning.

## Setting details

<b>Unique reference number</b>	253607
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	876529
<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>	18
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Crowland Community Childcare Committee
<b>Date of previous inspection</b>	22 February 2012
<b>Telephone number</b>	01733 210510

Crowland Community Childcare was registered in 1968. The setting employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday for 38 weeks of the year. Sessions are from 9am to 3.30pm.

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