

Anchor Day Care

Gladstone Primary School, Anchor Road, Stoke-on-Trent, Staffordshire, ST3 5EW



Inspection date

26 January 2015

Previous inspection date

26 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have a secure knowledge and understanding of how to effectively safeguard children.
- Staff ensure that the premises are secure and safe, which promotes children's safety.
- The quality of teaching is good. Staff provide children with interesting activities that provide good levels of challenge and stimulation.
- Staff develop good links with the host school and share information about children's progress, so that they are well supported in their learning.
- Children enjoy being outside and engaging in different types of physical exercise.
- Children of all ages play well together and have very good manners. They are kind and considerate to each other.
- Children are very happy, confident and self-assured. They talk to visitors and ask about the purpose of their visit.
- Partnerships with parents are well established. There is a regular two-way flow of information between staff and parents. This supports children's emotional security and overall well-being.
- Parents comment that staff are 'fantastic' and are 'really helpful and approachable'.

It is not yet outstanding because:

- Children's early literacy skills are not always fully promoted in the outdoor area. There are fewer opportunities for children to read and write to enrich their play.
- Children are not always provided with opportunities to explore a wide range of natural materials.
- Staff do not always fully promote older children's independence and self-care skills during mealtimes.

What the setting needs to do to improve further

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

- enhance children's already good literacy skills, for example, by providing children with more images and labels in the outdoor area, to further develop their early reading and writing skills
- build on opportunities for children to explore and investigate, for example, by providing a range of play experiences and resources, such as sand, water and malleable materials
- extend children's already good independent skills, for example, by encouraging them to pour their own drinks and help in the preparation of food at mealtimes.

Inspection activities

- The inspector observed play and learning activities in the indoor and outdoor environment and spoke to staff and children at appropriate times.
- The inspector carried out a meeting with the manager and looked at and discussed a range of policies and procedures.
- The inspector discussed children's progress with their key persons.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.

Inspector

Kerry Wallace

Inspection findings

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

Staff promote children's development across all seven areas of learning. They particularly focus on developing children's learning in the prime areas. For example, staff carry out a daily registration time so that children become confident and articulate communicators. Children share information about their favourite books and what they have learnt at school. They listen to other children as they speak and patiently wait their turn. As a result, they are developing really good attitudes and dispositions to prepare them for their future learning, such as school. Children enjoy being outside and engage in a variety of activities. The indoor environment is rich in print as displays and children's work are labelled. Children have fewer opportunities to practise their early reading and writing skills in the outdoor area. This is because there is less print and fewer writing materials available outside. The resources on offer to children are mostly good. However, there is scope to provide children with a wider range of natural materials, such as sand and water.

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

Children enter the setting and are greeted by friendly and caring staff. They ask children about their day at school and enquire about children's general well-being. Children happily chat to staff and share events that are important to them. For example, they tell staff about receiving a certificate for good behaviour. Children demonstrate good levels of confidence and independence as they instinctively hang up their coats and tend to their own personal hygiene. Mealtimes are a very sociable occasion as children sit and chat with their friends. They enjoy healthy snacks, such as bagels, cheese and egg. Staff provide plates and small knives for children to spread butter and chop up eggs. Staff sometimes allocate 'helpers' for different tasks, such as pouring drinks, wiping tables and handing out plates. However, there are occasions when they do not follow this. They proceed to pour older children's drinks and do not include them in the preparation at mealtimes.

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

Staff have a good knowledge and understanding of the safeguarding and welfare requirements. They know the action to take if an allegation is made against a member of staff and restrict the use of mobile phones and cameras. All staff have Disclosure and Barring Service checks to ensure their suitability to work with children. As a result, children's safety and welfare are promoted well. The recommendations from the previous inspection have been successfully addressed. For example, staff have now established good links with the host school and regularly share information about children's next steps in learning. These are displayed on boards in the setting, so that all staff are aware of these. Staff practice is monitored well by the manager. Together they discuss areas for continued professional development and identify future training needs. Staff work together with parents and children to identify areas for improvement. For example, the outdoor area has been highlighted as an area to 'brighten up' and develop to add more interest for children.

Setting details

Unique reference number	224776
Local authority	Stoke on Trent
Inspection number	866197
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	42
Name of provider	Daycare Nurseries Ltd.
Date of previous inspection	26 February 2010
Telephone number	01782 233003

Anchor Day Care was registered in 2001. It operates all year round, Monday to Friday, from 7am to 5.45pm. The setting employs three members of childcare staff, all of whom hold an appropriate early years qualification at level 3.

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