

# Spice Childcare

Great Staughton CP School, The Causeway, Great Staughton, St Neots,  
Cambridgeshire, PE19 5BA



## Inspection date

16 February 2015

Previous inspection date

10 April 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Not all staff have the skills to question and support children effectively to promote their good progress.
- The planning of group activities does not take into account the individual needs and aptitudes of all the children. Consequently, younger children do not sustain their interest and older children are not supported to deepen their knowledge.

### It has the following strengths

- Children who have special educational needs and/or disabilities have good opportunities to be involved in the activities. Staff provide one-to-one support and have developed close links with parents and other involved professionals to ensure their needs are met.
- Staff have a good understanding of safeguarding procedures and attend regular training in child protection. This helps them to keep children safe from abuse or neglect.
- There is an effective partnership with parents. Flexible settling-in procedures give children confidence and helps to ensure their individual care needs are met.
- Children benefit from daily outdoor play experiences that promote their physical development, such as using scooters and playing with balls.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the teaching skills of staff to ensure they have a consistent understanding of questioning and modelling strategies to enable all children to make good progress in their learning
- ensure group activities take account of children's differing needs and abilities, enabling younger children to sustain their interest, and ensuring opportunities are not missed to extend and deepen older children's understanding.

### Inspection activities

- The inspector looked at children's records, some policies and procedures, suitability checks for staff and their training records.
- The inspector observed the children playing indoors and outdoors and spoke with children and staff.
- The views of parents were sought through discussion, testimonials and a parent survey.
- The inspector carried out a joint observation with the manager.
- Meetings were held with the owner and the manager and the nursery self-evaluation was discussed.

### Inspector

Veronica Sharpe

## Inspection findings

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

Staff use a new web-based system to collect observations and regularly assess children's development. This is shared with parents, so they can comment on, and be involved in, their children's learning. Children's next steps are planned for and, generally, the activities support children's interests and aptitudes. However, the quality of teaching is variable and not all staff show the same level of skill when supporting and questioning the children. Therefore, not all children make good progress. Group activities, such as circle time and cooking are not always planned well to support the differing ages of the children. Because some staff lack teaching skills children are not always engaged and opportunities are missed to deepen their knowledge. Children have periods of free-play, where they access plentiful resources. This enables them to make choices and develop their independence. Staff encourage children to access writing materials. They read to the children and involve them in social conversations. As a result, children are developing a range of skills that supports their future learning. Staff complete a progress check on all children when they are two-years-old to identify and address any areas of delay.

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

Children benefit from flexible settling-in procedures that enable them to get used to their new surroundings. Staff are friendly and kind to the children, which gives children confidence. Babies are nurtured well and follow their home routines so they are content. Children learn good hygiene practices through daily routines and clear explanations from staff. They enjoy a wide range of healthy snacks with plenty of fresh fruit. Staff are vigilant about children's safety and supervise them closely. They talk to children about hazards, for example, sweeping up sand to avoid slipping. As a result, children learn to keep themselves safe. Children learn practical skills, such as putting on their own coats, and cleaning their plates after eating. This gives them independence skills to prepare them for school. Children have periods of time outdoors, where staff encourage them to be active and, therefore, benefit from fresh air and exercise.

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

The new manager has implemented some improvements since the last inspection. For example, staff have regular opportunities for one-to-one meetings with her to evaluate their training and performance. This is beginning to give staff more confidence in their teaching skills, although weaknesses remain. Managers and staff reflect on the quality of the provision with support from the local authority and are steadily working through their action plans. All staff have attended training in first-aid so that they have the knowledge to treat children appropriately after minor accidents. There is a good partnership with parents, who are positive about the nursery. Staff regularly share information about children's care and learning with the adjacent pre-school and the Reception class. This provides continuity for children who attend both settings, and those preparing to move into school.

## Setting details

<b>Unique reference number</b>	EY416957
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	972634
<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>	36
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Spice Childcare Limited
<b>Date of previous inspection</b>	10 April 2014
<b>Telephone number</b>	01480 861183

Spice Childcare was registered in 2010 and is privately owned. It operates from a mobile building in the grounds of Great Staughton Primary School, Cambridgeshire. The nursery employs seven members of childcare staff including the owner and manager. Of these, three hold appropriate early years qualifications at level 3 and one at level 5. The manager holds Early Years Professional status. The nursery opens, Monday to Friday for 51 weeks of the year, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and offers out of school care to older age children.

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