

Busydays Childcare

ST STEPHENS METHODIST CHURCH, Bideford Way, Cannock, WS11 1QD



Inspection date

5 March 2015

Previous inspection date

9 July 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- Training and development opportunities are not focused strongly enough on improving the quality of teaching. As a result, staff still do not have a secure understanding of assessment and planning processes. This means parents are not always provided with good-quality information to support learning at home and activities do not always have good levels of challenge.
- Swift action has not been taken to ensure the outdoor play area is suitable and safe for children to use. As a result, children do not have daily outdoor play experiences. This means their well-being and learning is not fully supported.
- Robust monitoring is not in place to ensure the quality of teaching is good and that children are supported to make good progress.

It has the following strengths

- Staff are warm and caring. They provide high levels of support so that children form secure attachments with them. This helps children to feel secure and to settle happily into their care.
- Staff create very sociable snack and lunchtimes where children develop good self-care skills. Children spend time listening and talking in small groups, which supports their communications and language skills.
- Staff are very welcoming and approachable. Parents feel able to approach them to seek help and advice to support some aspects of their child's learning at home.
- Children are kept safe because staff have a good understanding about safeguarding and child protection. They know the procedures to follow should they have a concern about a child in their care.

What the setting needs to do to improve further

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

- improve the quality of teaching by developing a secure understanding of assessment and planning so that children's starting points are secured and their next steps in learning are identified and planned for, and so parents receive good-quality information to support learning at home
- ensure that outdoor activities are available to children on a daily basis.

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

- monitor the quality of teaching to ensure that all children are supported to make good progress in their learning and development.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector completed a joint observation with the managers.
- The inspector held a meeting with the managers.
- The inspector spoke to parents during the inspection and took account of their views.
- 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

Christine Armstrong

Inspection findings

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

The quality of planning and assessment is not good enough. Staff do not always obtain information about what new children already know and can do. They do not use the information from their assessments well enough to accurately identify and plan for children's next steps in learning. As a result, children are not supported to make the best possible progress from the earliest opportunity. They are not always challenged to extend their skills and understanding. Parents are not always provided with enough accurate information about their child's learning needs. Consequently, learning at home is not fully supported. Children do not have daily opportunities to play outdoors. Therefore, younger children who learn best through activity or movement are not fully supported. Older children gain the basic skills they need to be ready for school. They enjoy listening to stories, recalling and predicting events, which supports their critical thinking. They learn to use tools, such as scissors and pencils with increasing control. They learn to listen and follow instructions, count items as they play and recognise and name different shapes. All children learn to recognise their name, which helps to support their literacy skills. Children play creatively and imaginatively with shapes, and measure using a variety of resources, such as large pieces of cardboard.

The contribution of the early years provision to the well-being of children requires improvement

Children benefit from being cared for in a small group where they receive high levels of individual care and support. This is particularly helpful for younger children, who are making their first move away from home. Children quickly get to know each other and start to develop friendships, which supports their social skills. Children learn to consider others and to share and take turns. They are supported well to develop independence and good self-care skills, such as pulling up the zipper on their coats. Children receive praise and encouragement from staff, which support their confidence and self-esteem. Children do not currently benefit from fresh air on a daily basis, although they do enjoy becoming active as they take part in running and ball activities indoors.

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

Managers have a good understanding of their responsibility to protect and safeguard children. Suitable steps are taken to ensure children are kept safe and secure at all times. Managers have endeavoured to make improvements since the last inspection. They have developed the outdoor play area so that there is a suitable range of stimulating resources. However, they have not taken sufficient action to make sure children are able to continue to play in this area. Managers have followed guidance in relation to improving assessment and planning arrangements. However, they have not sufficiently focused on developing their understanding and skills in this area. They are not monitoring improvements to make sure enough steps are taken so that children are supported to make good progress. Established links with local schools and other professionals contribute to supporting children's needs.

Setting details

Unique reference number	EY474539
Local authority	Staffordshire
Inspection number	983238
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	12
Number of children on roll	18
Name of provider	Busydays Childcare Partnership
Date of previous inspection	9 July 2014
Telephone number	01543 574893

Busydays Childcare was registered in 2014. The setting employs two members of staff, who are also the managers and owners. Both hold appropriate early years qualifications at level 3. The setting opens Tuesday and Thursday, 8.45am to 12.45pm and 1.15pm to 3.15pm, Wednesday 8.45am to 12.45pm and Friday 8.45am to 11.45am, term time only. It provides funded early education for two-, three- and four-year-old children.

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