

Captain Webb Child Care Centre



Captain Webb Primary School, Webb Crescent, TELFORD, Shropshire, TF4 3DU

Inspection date

3 March 2015

Previous inspection date

14 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:

- Leaders and staff do not consistently reinforce expectations of good behaviour. Consequently, at times during the day the disruptive behaviour of a few boys impedes the learning of others.
- Children are not encouraged to develop their independence and self-help skills during meal and snack times, as they are not given the opportunity to serve themselves.
- Staff's assessments of children's progress do not always effectively identify gaps in specific aspects of children's learning.

It has the following strengths

- Most children are settled and secure in the setting because of the warm and affectionate relationships with staff, who meet the individual care needs of the children well.
- Leaders make increasingly effective use of supervision to measure the performance of staff and to identify areas for improvement.
- Most children are prepared for the next stages in their learning and are attaining a suitable level of progress given their starting points.
- The setting is well-resourced. There are good resources to support children's literacy, resulting in children's enjoyment of reading and using language increasingly well to express themselves.

What the setting needs to do to improve further

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

- ensure that leaders and staff manage children's behaviour in a consistent and effective manner, and make sure that children's learning is not impeded because of the behaviour of others.

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

- improve the use of assessments to track and monitor the progress of all children, and use the knowledge gained from accurate assessments to plan and deliver a range of activities to ensure that all children, including those at risk of falling behind, make good progress in their learning
- improve snack and meal time routines in order to help children to develop their independence and self-help skills.

Inspection activities

- The inspector observed activities in the nursery and the outside learning environment.
- The inspector held meetings with the nursery managers and spoke with staff.
- The inspector looked at children's assessment records and adults' planning documentation.
- The inspector checked evidence of suitability of all adults working with children, their professional qualifications other training undertaken.
- The inspector reviewed the effectiveness of improvements leaders have made since the last inspection and took account of plans for further improvement.
- The inspector took account of the views of parents; and those of children spoken to on the day.

Inspector

Maxine Allmark

Inspection findings

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

The quality of teaching is not always good. Where teaching is effective, for instance during role-play activities and story time, children make good progress in their learning. However, staff did not consistently manage the few incidents of low-level disruption involving boys which occurred on the day of the inspection. For instance, during circle time some of the boys argued over resources and walked over the well-resourced activity. Consequently, the other children's learning was impeded. The setting obtains detailed information about what children know, understand and can do prior to starting at the setting. Staff know children well and tailor activities to ensure they progress in their learning. Leaders track the development and progress of both individual and specific groups of children. However, some gaps in individual children's learning are not always identified quickly enough and acted upon. Parents are well-informed of their child's progress. The strong links with the on-site school nursery helps to secure the children's move from one to the other. Most children are prepared well for the next phase of their education.

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

The environment is warm, welcoming and safe. Staff are kind and caring. Most children separate from parents well, are developing their self-confidence, move freely around the environment and develop independence as they make choices in their play. However, on the day of the inspection, weaknesses in the organisation during lunchtime meant that some boys became distracted and displayed unwanted behaviour. Children are developing a good awareness of healthy lifestyles. They routinely participate in physically challenging activities and enjoy nutritious, satisfying snacks and meals at the setting. However, children do not develop their self-help skills or independence during meal or snack times, because they are not encouraged to serve themselves. Staff are committed to ensuring the safety and well-being of children in their care and have a secure understanding of their responsibilities to safeguard children.

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

The leaders are committed to continually improving the provision for the benefit of the children who attend. Leaders make appropriate use of the Early Years Foundation Stage to ensure that most requirements are met. Since moving into the school premises six months ago, leaders have implemented a number of changes to improve the experiences of children. Practice is regularly reviewed and self-evaluation is used to set targets for improvement. However, leaders acknowledge that more work is needed to secure good quality teaching and learning across the nursery. Leaders and staff are well-qualified and experienced; their training and development remains a constant priority. As a result, staff are knowledgeable and are able to deliver targeted activities, which help children to progress in their learning. Supervision and appraisal meetings take place and are used increasingly well to monitor and evaluate individual staff performance.

Setting details

Unique reference number	EY338009
Local authority	Telford & Wrekin
Inspection number	1004709
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	87
Name of provider	Captain Webb Child Care
Date of previous inspection	14 July 2014
Telephone number	01952 386776

Captain Webb Child Care Centre was registered in 2006 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It is situated within Captain Webb Primary School in the Dawley area of Telford. The nursery employs nine members of childcare staff. The manager is a qualified teacher and all other staff hold appropriate qualifications at level 3. The nursery opens all year round. Sessions are from 7.30am until 6pm. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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