

# Litcham Childcare

Litcham Children's Centre, Weasenham Road, Litcham, King's Lynn, Norfolk, PE32 2QT



## Inspection date

15 June 2015

Previous inspection date

15 October 2008

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
	Good		2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Learning for all children is individualised and differentiated to ensure their progress is maximised and much thought has been given to offering greater challenge to older and more able children.
- Children's communication, language, literacy and numeracy development excels as inspirational activities light their enthusiasm for books and learning.
- Children's imaginations soar as they become pirates for the day, creating treasure maps, hiding their treasure in the tree stump and marking it with a cross, and building their pirate ship with blocks of wood and planks.
- The bright, inviting learning environment is child-focussed and offers children exciting opportunities for exploration and learning. They become confident, independent learners who are happy, sociable and have fun.
- Partnership working is an exceptional strength of the setting, which ensures that all children's needs are extraordinarily well met, transitions are managed superbly and children benefit hugely.
- Recruitment, induction, supervision and appraisal are all professionally managed to ensure that the best teaching and care is provided by adults who feel valued and are finely attuned to children's individual needs.
- Children experience awe and wonder as they watch a chick hatch from its egg and see caterpillars turn into chrysalises and become butterflies.
- Children's good health is promoted through active learning as they enjoy dancing each week, climb, skip, hop, run freely and grow their own vegetables, which they clean, prepare and taste.
- Exceptional relationships exist between adults, children and their families. The welcoming and inclusive environment means children settle and are ready to learn.

## What the setting needs to do to improve further

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

- continue to further enhance children's links with their local community to help them better understand their place within it.

## Inspection activities

- The inspector had a tour of the setting with the manager.
- The inspector observed activities taking place throughout the day and made an evaluation of teaching practice seen with the manager.
- The inspector held meetings with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies, procedures and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working within the nursery and the provider's self-evaluation evidence.
- The inspector spoke to parents and took account of their views.

## Inspector

Deborah Hunt

## Inspection findings

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

Adults offer children inspirational teaching. Their enthusiasm and intuitive work with children ensures that learning is consistently maximised, supporting their rapid progress. Children's eyes widen in delight as they freely explore mixing red and green paint to create the colour brown and see the effects of adding sand and couscous. Adults use skilful questioning to link this activity to their story as they ask children which animals are brown, supporting them to think and recall past learning. Children acquire good skills to support their future education. Mathematical language develops well as boys count the girls present and vice versa and children find the correct numbers to display on their board. Some older children routinely recognise letters and sounds and are beginning to write their names. Younger children enjoy age-appropriate activities as they happily explore musical instruments and share books with adults. Children's unique and specific needs are sensitively considered and activities are tailored to their individual learning styles and interests. Astute assessments, including the progress check between the age of two and three years, effectively inform planning to match children's next steps in learning.

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

Children's spiritual, moral, social and cultural development is superbly nurtured from the very start. Home visits begin the excellent partnership working with parents. Adults share detailed information to develop a joint approach to children's care and learning. Children are cherished and develop excellent social skills and independence in their personal needs. Adults promote healthy lifestyles, for instance, by offering food-tasting activities and exciting opportunities for children to be active. Children learn routines which prepare them well for school, such as changing independently for a dance session in the school hall. Other activities, such as small-group sessions, help them develop listening and attention skills. Children enjoy the freedom to move between the indoor and outdoor richly-resourced environments. There are also plans to offer children more involvement in their local community to further develop their sense of place and belonging.

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

Exceptional leadership and management of the setting demonstrates the in-depth understanding those in charge have of their responsibilities. Their passion is shared by the whole team who rigorously implement all requirements of the Early Years Foundation Stage. Superb arrangements safeguard children and their welfare and safety is uppermost in adult's considerations. Safer recruitment training ensures that those working with children are suitable to do so. Highly effective monitoring of practice and the educational programmes ensures that children make superb progress from their starting points. Adults are supported and encouraged to pursue professional qualifications and training, which further improves their excellent practice and supports the drive for excellence in all aspects of practice. Parents' views are highly valued and inform plans for improvement. Feedback from parents is extremely positive.

## Setting details

<b>Unique reference number</b>	EY365492
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	863837
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 14
<b>Total number of places</b>	24
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Litcham Childcare Committee
<b>Date of previous inspection</b>	15 October 2008
<b>Telephone number</b>	01328 701703

Litcham Childcare was re-registered in 2008 at its current premises in Litcham Children's Centre on the Litcham Primary School site in Litcham, Kings Lynn, Norfolk. The setting employs 12 members of childcare staff, all hold appropriate early years qualifications at level 3. The manager holds a degree in Early Years. The setting operates from Monday to Friday for 48 weeks of the year. They open between 7.45am and 6pm, offering childcare, a breakfast club and an after school club. The setting provides funded early education for two-, three- and four-year-old children. They care for children with special educational needs and/or disabilities and children who speak English as an additional language. The setting works very closely with the school and children's centre on site.

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