

# Denim Out of School Club and Gingham Pre-School

Willows CoE Primary School, The Willows North, Stratford-Upon-Avon,  
Warwickshire, CV37 9QN



## Inspection date

16 June 2015

Previous inspection date

16 March 2012

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

## Summary of key findings for parents

### This provision is good

- The provider and her staff team are incredibly passionate about what they do and want the very best for children. They are constantly reflecting on practice and regularly seek the views of parents and children to help identify priorities for improvement.
- Children are effectively safeguarded because everyone working in the setting fully understands their roles and responsibilities for child protection. The premises are safe and secure, and robust procedures are followed to ensure the suitability of staff.
- Staff work in close partnership with parents and other professionals to support children with special educational needs and/or disabilities.
- Staff provide children with a wide range of exciting and interesting learning opportunities. The outdoor areas are frequently used and organised well. They include areas for children to climb, ride wheeled toys and explore nature.

### It is not yet outstanding because:

- Staff do not always make the most of opportunities to strengthen the speaking, listening and understanding skills of children who speak English as an additional language.
- The provider has to strengthen effective partnerships with the host school and other early years provisions that some children attend. Precise information is not gathered about children's progress and the experiences planned and provided for them.

## What the setting needs to do to improve further

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

- enhance the speaking, listening and understanding skills of children who speak English as an additional language by raising staff's and parents' awareness of the importance of maintaining and developing children's use of their home languages, alongside English
- strengthen the arrangements for gathering information with the host school and other early years provisions, in order to maximise support for children's all-round learning and development.

### Inspection activities

- The inspector had a tour of the provision with one of the managers.
- The inspector observed activities and spoke with the provider, managers, staff and children at appropriate times throughout the inspection.
- The inspector looked at a sample of policies, children's records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the provision's self-evaluation form.
- The inspector took account of the views of children, staff and parents gathered through discussion and recorded on questionnaires and emails.

### Inspector

Carol Johnson

## Inspection findings

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

The quality of teaching is consistently good, and at times outstanding. Staff often play alongside the children, and use praise consistently and frequently, especially when a child is learning a new skill. They routinely model a 'can do' attitude and regularly talk to parents about their child's efforts and achievements. As a result, children make good progress from their starting points, develop good self-esteem and enthusiastically participate in activities. Staff know the children well, and provide lots of experiences that help children develop the key skills needed for school. For example, staff frequently read books to large and small groups of children. Staff skilfully capture and maintain children's interest by reading with expression and inviting them to look at the pictures. Consequently, children learn to listen, develop an interest in books and gain new vocabulary. However, staff do not always encourage the parents of children who speak English as an additional language to share key words and phrases in their home languages. Consequently, some children are not provided with the very best opportunities to gain confidence and skills in speaking, listening and understanding.

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

Staff maintain a caring, warm and very safe learning environment that successfully supports children's emotional and physical well-being. Fire safety precautions are good, and emergency evacuation procedures are regularly practised. Children confidently move around the setting, and enjoy easy access to a wide variety of developmentally-appropriate resources indoors and outside. As a result, they are very inquisitive and make lots of independent choices about their play. Children are familiar with the well-established routines of the provision. They know what is expected of them, and adults encourage them to cooperate, take turns, share and be helpful. Children's health is successfully promoted. They experience regular physical exercise, follow good hygiene routines and receive healthy food that meets their individual dietary needs.

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

The provider and staff understand the requirements of the Early Years Foundation Stage and implement these effectively. Required adult to child ratios are met, and at times these are exceeded. Staff benefit greatly from a highly effective programme of training and development. Several staff hold early years degrees, and they use their experience and enhanced knowledge well to support, enhance and monitor staff performance. Knowledge gained through training, visiting other provisions and personal research is routinely shared amongst the team. Managers rigorously monitor the quality of teaching and children's progress to ensure that every child's needs are met. On the whole, effective links have been forged with the host school and other early years settings that some children attend. However, information is not always gathered about children's progress and the learning experiences planned and provided for them. Consequently, partnership working is not yet as fully developed as it could be.

## Setting details

<b>Unique reference number</b>	EY340990
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1016558
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	92
<b>Number of children on roll</b>	123
<b>Name of provider</b>	Polkadot Day Nurseries Ltd
<b>Date of previous inspection</b>	16 March 2012
<b>Telephone number</b>	01789 290390

Denim Out of School Club and Gingham Pre-School was registered in 2006. It is one of eight childcare provisions run by Polkadot Day Nurseries Limited. The provision employs ten members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above, including three with early years degrees and one with Early Years Professional Status. The pre-school opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The out of school club opens from 7.30am until 9am and from 3.30pm until 6pm during the school term. The pre-school provides funded early education for three- and four-year-old children. The provision provides care for children with special educational needs and children who speak English as an additional language.

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