

# Waterbabies

The Hub Doncaster College, Chappell Drive, DONCASTER, South Yorkshire, DN1 2RF



## Inspection date

2 July 2015

Previous inspection date

8 February 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 quality of teaching is good. Staff provide a wide range of interesting activities and resources both indoors and outdoors. As a result, children are eager to explore and are motivated in their learning.
- Staff work very well together as a team. They are committed to developing their practice to support children's learning and development.
- Staff are deployed effectively to ensure children receive good levels of supervision and interaction. Children's safety is enhanced as staff minimise risks in the environment. Staff have a good understanding of how to keep children safe which means that they can identify and respond to any child protection concerns they may have.
- Warm, nurturing relationships exist between staff and children. This means children's well-being is effectively promoted and this gives children the confidence to play and explore their environment and become active learners.
- Staff have strong partnerships with others to support children's learning. They work very closely with other agencies to provide effective support to children with special educational needs and/or disabilities. They have excellent links with parents and local schools to support children's learning and their move to school.
- Children who learn English as an additional language make good progress in their learning. This is because staff provide effective support and opportunities for children to develop and use their home language in their play and learning.

### It is not yet outstanding because:

- Evaluations of staff's practice are not yet precise enough to fully identify how to support them in strengthening their already good teaching skills.
- Staff do not always give children sufficient time to answer or to think through their responses to the questions that they ask of them. Consequently, children's critical-thinking skills are not maximised.

## What the setting needs to do to improve further

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

- enhance the quality of observations of staff's practice to further develop staff's teaching skills so that all children consistently benefit from exemplary teaching and learning experiences
- strengthen children's critical-thinking skills, for example, by giving them more time to process their thoughts and respond to questions.

### Inspection activities

- The inspector observed the quality of the teaching and the impact on children's learning and play both indoors and outdoors.
- The inspector took account of the views of parents through short discussions and parent questionnaires.
- The inspector held a meeting with the manager and undertook a joint observation.
- The inspector examined documentation, including a representative sample of children's records, accident records and policies.
- The inspector checked the suitability of staff and the staff's qualifications.

### Inspector

Rachael Barrett

## Inspection findings

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

All children make good progress and are well prepared for their move to school. The quality of teaching is good as staff identify children's next steps for learning through precise and accurate assessment. They use this information to plan activities that challenge all children appropriately. Staff ask children questions to extend their knowledge. However, staff do not always give children sufficient time to answer, or to think through their responses. Children are encouraged to use their imaginations to create their own artwork, which staff display. This values children's efforts and promotes their strong sense of belonging. Children share and interact with other children well that means they develop good social skills. They sing a range of songs with great enthusiasm and develop their communication, physical and social skills. Staff display a sound knowledge of how children learn and develop. They are skilful at using phonics to promote children's alphabet recognition and understanding of letter sounds and words. This prepares children well for their eventual move on to school.

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

A well-established key-person system helps children to form secure attachments with the staff in the nursery. Children are listened to, given choices and their needs are always put first. This means they develop confidence and independence that helps to prepare them emotionally for their move to school. Children play extremely well together and are well behaved. They are effectively reminded to share and take turns with resources. Staff prioritise children's safety and well-being, which ensures that children have an enjoyable and happy time at nursery. Children develop a clear understanding of how to keep themselves safe, for example, they show understanding of how to follow procedures when they practise the fire drill. Children are supported to develop a good understanding of the importance of a healthy lifestyle. Children are offered foods that reflect a nutritious, balanced diet and always have access to fruit and drinks.

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

Staff use observations and assessments to plan for and support children's learning and development in all areas of learning. Staff monitor children's progress carefully and this means they are able to identify and address any gaps in learning. The manager monitors staff through appraisals and seeks to provide targeted professional development. However, evaluations of staff's practice do not always include precise guidance about how to enhance staff's already good teaching skills. Therefore, there is scope to improve the use of observations so that staff are supported to provide outstanding learning experiences. Management and staff work very well with parents to keep them informed of their child's progress, which ensures parents have a good understanding of their child's development. Good communication with parents and other agencies means that there is continuity and consistency in all children's care and learning. Parents are unanimous in their positive feedback about the care and learning their children receive.

## Setting details

<b>Unique reference number</b>	EY337773
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	857137
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Doncaster College
<b>Date of previous inspection</b>	8 February 2012
<b>Telephone number</b>	01302 553719

Waterbabies was registered in 2006 and operates from a purpose-built, single-storey building within the Hub of Doncaster College. The nursery employs 11 members of childcare staff. Of these, ten hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term times only. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It also supports children who speak English as an additional language and children with additional needs.

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