

<b>Inspection date</b>	27 July 2015
Previous inspection date	21 June 2011

<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

- Children are developing good communication and language skills. Staff are particularly skilled at using questions which allow children time to think and respond.
- The quality of teaching is good. Well-qualified staff provide enjoyable learning activities based on children's interests and capabilities. These effectively prepare them for their eventual move to school.
- Staff work extremely well together. They provide a fun and relaxed environment where each child is respected and valued.
- Staff place a strong emphasis on outdoor play. Children of all ages enjoy playing with a wide range of resources and activities. They enjoy planting vegetables and pretend to cook in the outdoor kitchen.
- Children have strong attachments to the kind and caring staff. They are confident to seek support from them when required. This means children's individual needs are well met and they feel secure in their care.
- The management team are passionate about what they do and want the best for children. They demonstrate a strong commitment to improving the quality of care and teaching by reflecting on their practice and putting plans in place for continued improvement.

### It is not yet outstanding because:

- Staff do not obtain enough information from parents about children's existing skills and knowledge on entry.
- Staff do not always provide children with sufficient time to resolve their own minor conflicts or disputes.

## What the setting needs to do to improve further

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

- establish even firmer starting points for children's learning by seeking precise, detailed information from parents about their child's prior learning and development when they first begin to attend
- support children further to manage their own behaviour and disputes.

### Inspection activities

- The inspector had a tour of the setting with the manager.
- The inspector observed teaching and learning activities in all rooms and the indoor and outdoor learning environment.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and the action plans.
- The inspector took account of the views children and staff spoken to on the day of inspection.

### Inspector

Tina Smith

## Inspection findings

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

Staff plan a wide range of activities, both inside and outside, to support children's good progress. Children of all ages are motivated and keen to learn. They are articulate and confident during their play and interactions with staff and visitors. Younger children use magnifying glasses to search for bugs. They carefully decorate fabric bags. Children are engaged and focussed because staff allow them time to play and experiment. Younger children excitedly splash water repeatedly and older children explore texture. They mix sand with paint and add this to their pictures. Staff know their key children very well. They gather information from parents on induction about children's care needs and interests. Staff do not seek enough information about what children can already do to effectively monitor how they progress from their starting points. Pre-school children enjoy small-group activities. They learn to link letters to sounds. Children are encouraged to count and recognise numbers. They use mathematical language to talk about shapes and size. Early literacy skills are promoted as children of all ages make marks and join in with stories, songs and rhymes.

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

The setting is warm and welcoming with a wide range of resources that are easily accessible to children. There are effective settling-in procedures. Children attend stay and play sessions where they become familiar with the environment and staff. Children behave well. Staff make boundaries clear, so children understand what is expected of them. Occasionally, children do not have the opportunity to resolve their own quarrels because staff do not give them enough time to do so. Staff establish good partnerships with parents to promote continuity in learning and care between home and the setting. Children's good health is promoted. They enjoy healthy meals and snacks. The outdoor areas provide good opportunities for children to continue their learning in the fresh air. They eagerly use ride-on toys, play ball games and build dens.

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

The manager is a strong leader who has a very good knowledge of the Early Years Foundation Stage. Children are protected from harm. All staff are qualified in paediatric first aid. Safeguarding practice is regularly discussed, and policies and procedures are implemented very well. Robust recruitment procedures are in place to ensure that staff are suitable for their role. Staff's professional development is supported. They have ample opportunities to complete training to further enhance their already good knowledge. Effective monitoring by the manager ensures that planning and assessments are consistent and precise. This has a positive impact on children's learning and well-being. Children benefit from a shared and consistent approach to their learning. Staff have good partnerships with other providers and the local school. Systems for evaluating what is working and what needs to improve are good. This ensures that children access a setting that continues to go from strength to strength.

## Setting details

<b>Unique reference number</b>	EY415003
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	851577
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Kim Cora Langford
<b>Date of previous inspection</b>	21 June 2011
<b>Telephone number</b>	01981251800

K.E.S Childcare was registered in 2010. The setting employs six members of childcare staff. Of these, five members hold appropriate early years qualifications at level 3. One holds Early Years Professional status and one is a qualified teacher. The setting opens Monday to Friday all year, except one week at Christmas. Sessions are from 7.30am to 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate  
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