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| Inspection date | 19 October 2015 |
| Previous inspection date | 20 September 2010 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Children make good progress in their learning. Staff monitor their development effectively, make accurate assessments and use this information to plan carefully for children's individual learning needs.
- Partnerships with parents are strong. The effective sharing of information means that parents become involved in their children's learning, providing consistency for children.
- Children form positive relationships with staff and their peers. Staff help children to gain confidence and give lots of praise and encouragement. They promote children's emotional well-being effectively.
- Children behave well and play cooperatively. They learn how to keep themselves safe. Staff teach them about evacuation procedures and road safety when on outings.
- The leadership team evaluates its practice very well. It values the views of parents and children and uses the information it receives to make effective changes that provide positive outcomes for children.

It is not yet outstanding because:

- Occasionally, staff do not take every opportunity to encourage children to share their thoughts and ideas to extend their thinking skills.
- Staff do not make the most of opportunities to consistently teach younger children a good awareness of good hygiene routines, to enable them to be more independent in their self-care skills.

What the setting needs to do to improve further

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

- provide more opportunities for children to be actively involved in sharing their thoughts and ideas when playing alongside staff, to develop their thinking skills further
- strengthen opportunities during daily routines to build on younger children's developing independence and self-care skills.

Inspection activities

- The inspector had a tour of the nursery.
- The inspector observed children and staff during play and carried out a joint observation with both managers.
- The inspector examined a sample of policies, documents and children's records.
- The inspector spoke to parents, children and staff to gain their views.
- The inspector discussed the self-evaluation process with the leadership team.

Inspector

Alison Southard

Inspection findings

Effectiveness of the leadership and management is good

The leadership team is well qualified and has a good understanding of requirements. The monitoring of staff practice is effective. Regular supervision meetings support staff with their development. Staff attend regular training. For example, they recently attended training about outdoor play to help improve children's experiences. Safeguarding is effective. Staff have a good awareness of how to keep children safe and ensure their welfare. Recruitment processes are thorough. Staff have addressed previous recommendations. For example, the monitoring of children's learning is effective and children have good opportunities to write for different purposes. Good relationships with teachers in schools provide children with consistency when they move on to school.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff complete regular observations of children and assess them accurately. Consequently, staff identify and plan for gaps in children's learning quickly to help children make good progress. All children enjoy imaginative play. Older children dress up as superheroes and learn about helping others. Younger children show care and concern for baby dolls as they play. Babies play with sand and explore different textures, such as foil. Children of all ages develop a love of books, both independently and in groups. Children count and recognise numbers in the environment with support from staff. Children have good opportunities to develop early technology skills. For example, staff support them to use torches to make patterns and shadows. Children develop good physical skills. They practise balancing outside and use a variety of tools in their play.

Personal development, behaviour and welfare are good

Settling-in procedures ensure children settle quickly. Key persons gather good information from parents to support and meet children's needs consistently. Staff to follow children's home routines and plan for children from the outset. Pre-school children develop good independence skills in preparation for school as they take turns to carry out different tasks; for example, some help prepare snacks while others give out the cups. Children develop a good understanding of rules and boundaries that are consistent and appropriate for their age. They develop a good understanding of a healthy lifestyle. For example, staff discuss the importance of healthy eating and ensure daily opportunities for fresh air and exercise.

Outcomes for children are good

All children make good progress. Babies and younger children gain confidence in their abilities and so are ready to learn. Children develop good literacy and mathematical skills. Older children learn to recognise their names and learn letter sounds, which prepares them well for school. As a result, outcomes for children are good.

Setting details

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| Unique reference number | EY333381 |
| Local authority | Buckinghamshire |
| Inspection number | 834739 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 63 |
| Number of children on roll | 64 |
| Name of provider | KP Richardson-Scarfe and A Richardson Partnership |
| Date of previous inspection | 20 September 2010 |
| Telephone number | 01494 676169 |

Childcare4U was registered in 2006. It is a privately owned day nursery located in Beaconsfield New Town, Buckinghamshire. The nursery operates each weekday from 7.30am to 6.30pm, excluding Christmas and bank holidays. There are 24 staff, 13 of whom hold recognised early years qualifications at level 2 up to level 6. Two staff hold Early Years Professional Status and two hold Qualified Teacher Status.

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Piccadilly Gate
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