

# Patchwork Childcare

Silver Road, Norwich, Norfolk, NR3 4TF



<b>Inspection date</b>	18 November 2015
Previous inspection date	29 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
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

- Leaders regularly evaluate their provision. They actively seek and act on the views of parents, children and staff. This helps them to secure ongoing improvements to practice and enhance experiences for children.
- Staff develop effective partnerships with parents. They regularly share information with parents about children's learning and encourage them to share information about what children do at home. This benefits children as it promotes continuity in their learning.
- Staff know the children well. They accurately assess what children know and can do. This helps them to plan activities which are interesting, present challenge and help children to achieve their next steps in learning.
- Staff are good role models. Children are encouraged to be polite and kind to each other. Staff use consistent messages as children learn to respect boundaries and rules.
- Children effectively develop their language and communication skills. These skills are promoted well as staff implement new strategies to enhance opportunities to learn in this key area.

### It is not yet outstanding because:

- Staff do not yet fully promote children's early reading skills in order for them to make rapid progress in this area. They do not fully ignite children's interest and engagement in stories and other printed material.
- Leaders do not yet monitor the progress of groups of children. They do not identify if gaps in learning and development are closing for certain groups, such as those who access additional funding to support their learning.

## What the setting needs to do to improve further

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

- enrich opportunities for children to further develop early reading skills, ignite their interest in a range of printed materials and involve them more fully in stories and storytelling
- strengthen systems for the monitoring of children's progress, including groups of children, to ensure gaps in the learning of vulnerable groups are narrowing in all areas.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with provider and supervisor. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector sampled a range of other documentation, including the learning and development records of children, the setting's policies and procedures and risk assessments.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

The leadership team have created a positive team culture where all staff's input is valued. Staff confidently suggest ways to improve the provision to meet the needs of individual children. The arrangements for safeguarding are effective. Staff have a secure knowledge of the signs of abuse and how to respond quickly if they have concerns about a child. Staff are well qualified and actively seek to improve their knowledge and skills through additional training. This supports individual children to make good progress. Leaders monitor staff performance to ensure they provide good quality teaching and learning experiences for children. The appreciation of diversity is embedded in the setting's ethos. Children come from a diverse range of backgrounds and abilities and are all valued individually. This inclusive practice means children benefit from a wide range of opportunities to learn about similarities and differences in the wider community.

### Quality of teaching, learning and assessment is good

Children happily play alongside staff who encourage and motivate them to be enthusiastic in their learning. Staff join in children's play and follow children's suggestions and ideas as they explore and learn together. Staff have a good understanding of how children learn. They take account of children's individual learning styles. Together with children's interests, these are incorporated into the activities staff provide to ensure children engage successfully in learning. Staff skilfully adapt their teaching skills to accommodate different abilities. For example, they use more simple language for children who are learning to speak English. Children learn to listen to instructions during activities and have plentiful opportunities to practise their early writing skills. This helps prepare them for when they start school. Staff regularly assess what children know and can do. This helps staff plan for children's next steps in learning, which are challenging but achievable.

### Personal development, behaviour and welfare are good

Children build secure emotional attachments with staff. They regularly seek staff out for support when needed. Children are encouraged in their independence, such as managing their own personal hygiene. This supports children's confidence and raises their self-esteem. Staff work closely with parents to help children settle. They gather information about children from their parents in order to effectively meet their needs when they first start at the setting. This promotes children's emotional well-being and helps them settle quickly. Children regularly make choices throughout the day. They choose from a selection of fruit for snack as they begin to develop an understanding of making healthy choices. Children exercise as they roll and jump on the mats indoors, and run around waving ribbons outdoors. Children display confidence as they move freely around the setting, choosing from a wide range of interesting and stimulating activities.

### Outcomes for children are good

Staff regularly check the progress individual children make. This helps them to highlight any emerging concerns in children's development, which they address quickly. Children's social and emotional development is particularly well supported. This gives them the confidence and positive sense of self to be successful in their learning.

## Setting details

<b>Unique reference number</b>	254284
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	871542
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Patchwork Childcare Ltd
<b>Date of previous inspection</b>	29 March 2012
<b>Telephone number</b>	01603 400647

Patchwork Childcare was registered in 1992. It employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 9am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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