

Start Well Learning Limited



Wharton C of E Junior School, Greville Drive, WINSFORD, Cheshire, CW7 3EP

Inspection date	17 November 2015
Previous inspection date	29 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- The management team is committed to providing a high-quality provision for all. Their self-evaluation is robust and clearly identifies areas for improvement, promoting a continually developing service.
- Staff provide interesting experiences in the playroom and outdoor environment which build on children's interests and stimulate their learning.
- Children's behaviour is good. Staff use effective strategies to motivate children to behave well and to try hard. For instance, staff consistently recognise individual achievements and give praise for children's efforts.
- Staff work effectively with parents and carers, and with staff at the on-site school where most of the children transfer to. By working closely together, they are able to share important information to meet children's individual care and educational needs.
- Parents are very complimentary about the setting and its staff. They appreciate the flexibility and the great care staff offer their children. Parents believe their children have made good progress, especially in their confidence and self-esteem.
- All the required records, policies and procedures are in place to safeguard children, and children are supervised well to secure their safety.

It is not yet outstanding because:

- Some of the variances in teaching practice are not being addressed swiftly enough.
- Children are not always able to share their thoughts and ideas to support their critical-thinking skills.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff practice to raise the quality of teaching more swiftly, in order to promote children's rapid progress
- provide even more opportunities for children to share their thoughts and ideas to further support their critical-thinking skills.

Inspection activities

- The inspector observed activities in the playroom and the outside area. She also observed the lunchtime arrangements and snack time.
- The inspector looked at evidence of the suitability and qualifications of staff and performance monitoring systems. She also looked at a selection of policies and procedures and the provider's improvement plans.
- The inspector looked at children's learning files, which contained planning, observations and assessments. She also looked at the evaluation and monitoring of children's assessments.
- The inspector completed joint observations with the manager and provider.
- The inspector had discussions with the provider and staff, and spoke to children at appropriate times during the inspection.
- The inspector took account of the spoken and written views of parents and children.

Inspector

Jacqueline Coomer

Inspection findings

Effectiveness of the leadership and management is good

The management team has a good understanding of the Early Years Foundation Stage. Arrangements for safeguarding are effective. All staff display a secure knowledge of how to protect children in their care. Policies and procedures are clearly explained and are understood by staff and parents, ensuring the safety and well-being of children. Regular team and supervision meetings ensure staff are kept fully informed of current procedures to follow. The management team complete regular observations of staff practice. However, monitoring is not yet rigorous enough to ensure the good teaching is raised to a consistently high standard. Robust recruitment and induction procedures are in place to ensure all staff are vetted and suitably qualified. Effective monitoring ensures that the planning and assessment process is consistent and that all children's skills and abilities are accurately identified. This enables all children to make good progress and ensures that any children with identified needs are provided with appropriate interventions.

Quality of teaching, learning and assessment is good

The well-qualified staff demonstrate a good understanding of how children develop. They observe children during play and assess their abilities. Staff use this information to plan a good variety of learning experiences which motivate children to want to learn more. Children are provided with good opportunities to be creative, imaginative and actively explore and investigate. Staff place a clear focus on supporting children's communication skills. However, children's critical-thinking skills are not always fully extended because, sometimes, staff do not give children sufficient time to think and share their thoughts and ideas. Children show an interest in numbers, counting and shape. Staff reinforce mathematical concepts and language through children's play. Disabled children and those with special educational needs and those who speak English as an additional language are supported well by the staff team.

Personal development, behaviour and welfare are good

The strong staff team present a happy and welcoming environment. Staff foster positive relationships with the children and their parents. The key-person system is well established and effective. Children's care needs are well known prior to them starting as staff gather relevant information from parents. Consequently, staff know the children and their family circumstances well. Staff provide good opportunities for children to enjoy daily physical activity and children climb, balance and move around on wheeled toys skilfully. Strong partnerships with parents helps to maintain continuity of care and learning for the children. There is a regular two-way flow of information and parents are kept up to date with their children's progress.

Outcomes for children are good

All children are making good progress in their learning from their starting points. Children are developing the key skills needed for school and any gaps in development are swiftly closing.

Setting details

Unique reference number	EY413796
Local authority	Cheshire West and Chester
Inspection number	850014
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	43
Number of children on roll	61
Name of provider	Start Well Learning Limited
Date of previous inspection	29 June 2011
Telephone number	01606 594 637

Start Well Learning Limited was registered in 2010. The setting employs 13 members of staff. Of these, 12 hold appropriate early years qualifications at level 2 or above, including three with Early Years Professional status or Early Years Teacher Status. The setting opens from Monday to Friday, from 8am until 6pm, for 51 weeks of the year. The setting provides funded early education for two-, three- and four-year-old children.

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