

# Spice Childcare LTD

The Causeway, Great Staughton, St Neots, Cambridgeshire, PE19 5BP



## Inspection date

5 January 2016

Previous inspection date

16 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Staff have a thorough and precise understanding of children's interests and abilities. They use their knowledge well to plan challenging and interesting activities that help to ensure all children make good progress in their learning.
- The key-person system effectively promotes children's emotional security. Staff know the children and their families well. Parents are positively encouraged to share in their children's experiences at nursery and provide information from home to support their learning.
- There is a strong partnership with the host school to ensure children moving on are well prepared for their next learning environment. Children visit the school and take part in school activities throughout the year.
- Disabled children and those with special educational needs receive excellent support. Well-trained staff engage effectively with other agencies to ensure children and families have the support they need.
- Children are given good opportunities to gain an understanding of the world around them. They visit local shops, the church and the library van. They welcome a variety of visitors into the nursery, such as firefighters, the dentist and the ambulance service.

### It is not yet outstanding because:

- There is not yet a clear focus on staff's professional development to strengthen their teaching skills to an outstanding level.
- Staff do not give the same consideration to thoughtful planning of the outdoor environment as they do inside. This means that children who prefer to learn outdoors do not always benefit from the same stimulating learning experiences.

## What the setting needs to do to improve further

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

- sharpen the focus on staff's professional development to enhance their teaching skills still further and promote outstanding outcomes for all children
- strengthen the planning for activities in the outdoor environment in order to help children who prefer to learn outside have the same level of stimulating experiences as provided indoors.

### Inspection activities

- The inspector observed the interactions between staff and children during activities indoors and outdoors to evaluate the quality of the teaching.
- The inspector observed a planned activity and evaluated this with the nursery manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and improvement plan, evidence of staff suitability and their training records.
- The inspector spoke to a small selection of parents during the inspection and took account of their views. Comments from other parents in learning records and daily diaries were also taken into account.

### Inspector

Veronica Sharpe

## Inspection findings

### Effectiveness of the leadership and management is good

Managers and staff work very well together and have formed a stable and cohesive team. They regularly review the quality of the provision and have high expectations of the nursery and children's achievements. The highly qualified manager, who was new at the last inspection, has instigated purposeful improvements. A steady programme of training has helped staff to raise their confidence and deepen their understanding of how children learn. However, they have not yet considered how to extend their teaching skills to an outstanding level. Safeguarding is effective. Robust recruitment procedures help to ensure staff are safe and suitable to work with children. All staff attend child protection training and have a thorough understanding of safeguarding procedures.

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

Children's communication and language skills are effectively supported. Staff give children many opportunities to listen to stories and share in conversations. They have created places for children to talk and play together, such as the communication shed. Children are encouraged to ask questions and think hard. For example, they discuss with staff how and why an ambulance helps people. Plentiful writing materials encourage older children to make marks and begin to write their names. Babies develop their physical skills using jelly, paint and play dough. Staff routinely use numbers and talk about size and quantity in everyday activities to teach children about mathematical concepts. Staff encourage children to experiment and try things out for themselves. They operate computers independently and explore the properties of light and torches in the dark dens.

### Personal development, behaviour and welfare are good

Staff set a good example to the children by being kind and polite. They teach children about sharing as, for example, they encourage taking turns with a marble run. Older children have golden rules to follow and negotiate which toys they want to play with. The warm and welcoming environment helps all children to feel welcome. Children's other languages are used and displayed and staff employ simple sign language to promote good communication. Staff have nurturing relationships with babies. They offer them physical comfort and follow their home routines. Parents speak highly of staff and say their children are safe and well cared for. Children enjoy daily outdoor activities that promote their physical health. They learn to pedal bikes, throw balls and use large equipment on the recreation ground safely.

### Outcomes for children are good

Accurate monitoring of all children's development helps staff to identify their strengths and promptly address any gaps in their learning. Children are sociable and develop firm friendships. They make good progress in their learning and are prepared well for the next stage of their learning, including school.

## Setting details

<b>Unique reference number</b>	EY416957
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1007254
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	36
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Spice Childcare LTD
<b>Date of previous inspection</b>	16 February 2015
<b>Telephone number</b>	01480 861183

Spice Childcare LTD was registered in 2010 and is privately owned. It operates from a mobile building in the grounds of Great Staughton Primary School, Cambridgeshire. The nursery has seven members of childcare staff, including the owner and the manager. Of these, three hold appropriate early years qualifications at level 3 and one at level 5. The manager holds Early Years Professional status. The nursery opens Monday to Friday for 51 weeks of the year, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and offers out-of-school care to older-age children. The nursery supports disabled children and those with special educational needs, and children with English as an additional language.

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