

Traquinas Childcare

36 Croxton Road, Thetford, IP24 1AG



Inspection date	8 January 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 provide a welcoming environment. The setting is organised to ensure that the children can access the areas and resources safely. Children are happy, settled and thoroughly enjoy their time at the setting.
- Children are well supervised. They have daily opportunities to develop their physical skills while playing outside in the covered area or the well-equipped garden. Children take manageable risks during their play. They carefully negotiate the rope and tyre swing, climb up the slide and use the ride-on toys.
- Staff work well in partnership with parents. Parents share information about their children and contribute to their initial assessment. Parents are well informed about their children's day. Staff observe children as they play and provide parents with an accurate record of their capabilities. Staff help parents to support their children's learning at home.
- The manager and staff monitor and evaluate the setting, identifying strengths and areas for development. They seek the views of parents through questionnaires. Parents' comments received during the inspection are very positive.
- Staff regularly communicate with other settings that children attend. This helps to ensure that everyone is knowledgeable about how to support children's ongoing progress.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to nurture children's early interest in reading.
- Children have fewer opportunities to develop their critical thinking skills. Staff do not always provide children with sufficient time to think for themselves.

What the setting needs to do to improve further

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

- make better use of opportunities to promote children's early reading skills
- enrich children's critical thinking skills further, giving them more time to think about and formulate their own ideas that arise from play and learning.

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 spoke with staff and children at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the provider. She looked at relevant documentation, including risk assessments, a selection of policies and procedures, records of children's learning and development, and the setting's self-evaluation.
- The inspector checked the evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their role in protecting children from harm and are fully aware of what to do should they have any concerns about children's welfare. The provider has a clear understanding of what to notify Ofsted of. Robust policies and procedures are implemented well to ensure that children's safety and welfare is protected. Accidents are managed effectively. Staff keep clear records and share these with parents. Rigorous recruitment and induction procedures ensure that all staff are suitable for their role. The manager effectively monitors staff performance. Regular staff observations and supervision meetings contribute well to the ongoing cycle of professional development. Staff highlight specific training needs. They attend courses whenever possible to enhance their practice further, improving the outcomes for children.

Quality of teaching, learning and assessment is good

Staff provide good care and learning opportunities for the children. They provide a stimulating environment, both indoors and outside, that gives children plenty of choice in their play. Children actively participate in a wide range of planned and free-choice activities. For example, children enjoy exploring how things feel. Babies show high levels of curiosity as they eagerly investigate play dough. Older children curiously investigate melting ice outside. Staff interact purposefully with the children. They provide effective support, modelling play well. Staff support children well in developing their language and communication skills. They skilfully respond to babies and children's vocalisations and babbles. Staff also support children who speak English as an additional language to use their home language in their play. Children experience and learn different languages and respect and value each other's similarities and differences.

Personal development, behaviour and welfare are good

Staff work closely with parents to ensure settling-in procedures for children are effective. Children of all ages build secure emotional relationships with staff. Staff are responsive to children and accommodate their individual needs well. Children are eager to attend. Staff support children to become independent. Children find their own peg on arrival, put on their own coats and shoes and use the toilet independently. Staff are positive role models. They are calm and provide clear guidance for children about what is acceptable behaviour. Children generally behave well. Staff carry out risk assessments and daily checks on the premises. This ensures that all areas used by the children are safe and suitable. The manager ensures that qualified paediatric first aiders are on site to further support children's safety. Staff are extremely well aware of any allergies or special dietary requirements so that children's individual needs are met.

Outcomes for children are good

Children develop key skills in readiness for when they start school. They have plentiful opportunities to develop their early writing skills and learn to listen and respond to instructions. Children recognise shapes and colours in their environment. All children make good progress in their learning given their starting points and capabilities.

Setting details

Unique reference number	EY486211
Local authority	Norfolk
Inspection number	1035329
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	22
Number of children on roll	40
Name of provider	Traquinas Limited
Date of previous inspection	Not applicable
Telephone number	01842338490

Traquinas Childcare was registered in 2015. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. The setting opens Monday to Friday from 8am until 6pm, for 49 weeks of the year. It provides funded early education for two-, three- and four-year-old children. The setting supports children who speak English as an additional language.

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