

# Captain Webb Child Care Centre



Captain Webb Primary School, Webb Crescent, TELFORD, Shropshire, TF4 3DU

**Inspection date** 20 January 2016  
Previous inspection date 3 March 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	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

- Leaders regularly and rigorously evaluate the provision. They take account of the views of staff, parents, children and other professionals. They use their action plans to effectively to drive improvements.
- Staff have helped to transform children's behaviour with their positive approach and consistent encouragement and praise. Children are increasingly confident and respectful and are developing an awareness of the feelings of others.
- Children are supported well in their personal and social development. During snack and mealtimes, they are increasingly independent as they help themselves to vegetables and drinks. Staff eat with the children and actively support children's good manners.
- Transition arrangements are very effective between the setting, the nursery and the school. Children grow in confidence during daily visits to the nursery, shared lunches with the older children and time spent in the school. Children are well prepared and are eager to go to 'big nursery'.

### It is not yet outstanding because:

- Staff are not as effective as they might be in encouraging those parents who are less confident in supporting their children's learning and development at home.
- Occasionally, staff's questioning does not fully support children's learning and their widening vocabulary.

## What the setting needs to do to improve further

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

- maximise children's progress by encouraging parents to have greater influence on their child's achievements and learning at home
- support children's learning further by ensuring that staff make better use of questioning to enhance children's knowledge, understanding and vocabulary.

### Inspection activities

- The inspection was carried out by one of Her Majesty's Inspectors.
- The inspector reviewed the improvements that leaders have made since the last inspection and their plans for future improvement.
- The inspector observed children during a range of play and learning activities in the designated play areas, including outdoors.
- The inspector held meetings with the leaders and staff.
- The inspector looked at a range of documentation including children's learning journals and the adults' planning of children's learning and development activities.
- The inspector checked evidence of the suitability of all adults working at the setting and the professional qualifications and training of staff and leaders.
- The inspector conducted a joint observation with the leader.
- The inspector took account of the views of parents and those of children spoken to on the day.
- The inspector explored the security of the premises and how effectively the provider has identified and taken steps to minimise any potential risks.

### Inspector

Deborah Jane Udakis

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders have high expectations of staff. They work together with them to ensure continuous improvement. Staff are supported to improve their performance through regular supervision and access to professional development activities and training. Leaders have successfully developed and implemented positive strategies which have led to improvements in children's behaviour. The arrangements to safeguard children are effective. Leaders and staff understand their role and responsibilities to protect children's wellbeing and to secure their good learning and development. Parents develop trusting relationships with their child's key person. They confidently approach staff who share good information with them.

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

Teaching is good. The planning, observation and assessment arrangements are effective. Staff know the children well: their strengths and their next steps in learning. Most children start at the setting with skills and abilities below those typical for their age. They make good progress during the year they attend the setting. Consequently, when they move on to the school nursery, all have caught up in their learning and an increasing number of children have skills and abilities above those typical for their age. The curriculum provides a good focus on mathematics and communication, language and literacy. Staff support children's understanding of shape, size and measure. The older two year old children count sequentially up to five. Fun group activities support children's literacy. Children develop an understanding of rhymes and rhythm as they clap rhythmically, slowly and then fast. The children listen to staff's instructions and repeat the words faster, slowly and quickly as they do the actions. The forest school provides a wealth of learning opportunities. The children delight in their explorations of the natural environment and their physical exercise outdoors.

### Personal development, behaviour and welfare are good

Staff's close supervision of the children ensures their safety. Security is robust and access to the setting is strictly monitored and risks are minimised. When going outdoors, staff complete headcounts and use registers to ensure all children are accounted for. Staff are caring and supportive. They consistently reinforce expectations of good behaviour. The children thrive because they are secure, valued and happy. Children understand the routines. They call out 'tidy up time' when the tambourine is shaken. They sort out and arrange toys and equipment in containers and they take responsibility for helping others to tidy away play items.

### Outcomes for children are good

Children arrive at the setting in good spirits, ready and eager to learn. During forest school, the children make use of the good quality environment and props to act out the story of the Billy Goats Gruff. They confidently recite the rhymes as they tell the story. They assertively correct the staff member when they tell parts of the story out of sequence. The youngest children count one to five, not always in consecutive order, but demonstrate their growing knowledge of numbers and sequencing.

## Setting details

<b>Unique reference number</b>	EY338009
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	1032506
<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>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Captain Webb Child Care
<b>Date of previous inspection</b>	3 March 2015
<b>Telephone number</b>	01952 386776

Captain Webb Child Care Centre was registered in 2006. It is situated within Captain Webb Primary School in the Dawley area of Telford. The nursery employs seven members of childcare staff. The manager is a qualified teacher and all but one member of staff hold appropriate qualifications at level 3. The nursery opens all year round. Sessions are from 7.30am until 6pm. The nursery receives funding for the provision of free early education for two-and three-year-old children.

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