

# Sinfin Community Childcare



Sinfin Community Centre, 50 Swallowdale Road, Sinfin, DERBY, DE24 9NT

**Inspection date** 22 January 2016  
Previous inspection date 7 May 2013

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

- Leadership is strong. The management team has high expectations. They have clear development plans and demonstrate a drive for improvement. They reflect critically, accurately identify priorities and improve the quality of the provision.
- Children have developed strong bonds with their key persons, who recognise the uniqueness of each child. Children demonstrate that they are settled, happy and have a very positive attitude to learning.
- Staff know the children well. They complete observations of children while they play, and assess children's progress effectively. They use the information they gather to identify children's next steps and gaps in their learning. All children are progressing well in their learning and development, including those who receive funded education.
- Staff meet the needs of disabled children and those with special educational needs and children who speak English as an additional language well.
- Strong and well-established partnerships have been made with parents. Staff keep parents well informed about children's learning and development.

### It is not yet outstanding because:

- Staff do not always give children the time they need to think questions through and respond with their answers. Also, on occasions, staff do not support children effectively enough to learn and understand the new, more complex vocabulary they introduce them to.
- Staff do not always organise group activities well enough to support children's listening and attention skills.

## What the setting needs to do to improve further

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

- give children the time they need to think about and respond to questions and help them more effectively to learn and understand the new words staff introduce
- review the organisation of group activities and enhance the opportunities to help children improve their listening and attention skills.

### Inspection activities

- The inspector spoke to the children, staff and members of the trust of directors. She also held discussions with the manager and deputy manager.
- The inspector observed activities indoors and outside, including snack and group times.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment and learning records and the planning documentation.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector checked evidence of suitability and qualifications of staff working with the children. She sampled some of the policies and procedures and reviewed the provision's action plan.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is newly appointed to her position. She is passionate about her role and understands her responsibilities well. She and her team have worked hard since the last inspection. They have addressed all actions and recommendations from previous inspections effectively. Recruitment arrangements are robust. The manager completes supervision sessions and appraisals with the staff to help develop their performance. Staff attend training opportunities and enhance their practice, which benefits all children. Monitoring is effective. The manager has started to check different groups of children's progress, to help her target their needs more effectively. Safeguarding arrangements are effective. Staff are vigilant in their supervision. They know what to do and who to contact if they have a concern about a child. Partnerships with schools, the local authority and outside agencies all contribute to providing continuity of care for children and their families.

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

Staff are well qualified and understand that children learn through play. They use their knowledge effectively to help promote children's learning. Overall, teaching is good. Staff provide a wide selection of exciting opportunities to promote children's learning. They are very enthusiastic in how they interact with the children, in a positive and sensitive manner. Most staff promote children's communication and language skills well. Children instigate their own play and investigate the activities on offer to them. They are excited as they play in the water. They count and estimate as they pour and empty containers and talk about whether objects will float or sink. Children express their imagination well. They pretend to be hairdressers and write appointments down. They cook dinner and take dolls shopping. They enjoy creative activities and use sequins to create patterns. Younger children build using large blocks and count as their towers get taller. Children enjoy books, and sit independently and talk about the pictures with their friends.

### Personal development, behaviour and welfare are good

Staff have a thorough understanding of the children's welfare needs and meet these very well. They create a welcoming, homely provision where all children blossom and thrive. Children follow good hygiene procedures and understand about keeping healthy. They enjoy fruit for their snack and have daily opportunities to go outside and exercise. They move around the room and choose what they wish to play with. Children are well behaved and older children are beginning to learn to respect each other's thoughts and feelings. They play harmoniously together, sharing toys and taking turns. Staff promote teaching about safety well. Children use equipment, such as scissors, carefully and take part in regular fire drills.

### Outcomes for children are good

Older children are well prepared for their move to school and are acquiring key skills for future learning. Their literacy and mathematical skills are developing well. Children develop increasing independence in self-care skills, such as managing their clothing and personal needs. Children's physical development is good.

## Setting details

<b>Unique reference number</b>	EY456892
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	1028507
<b>Type of provision</b>	Sessional 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 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Sinfin Community Childcare
<b>Date of previous inspection</b>	7 May 2013
<b>Telephone number</b>	01332 762963

Sinfin Community Childcare was registered in 2012. The provision is run by a trust of directors. It opens Monday to Friday from 9am until 3pm, during term time only. The provision runs a before- and after-school facility. There are 11 members of childcare staff. Of these, nine hold an early years qualification at level 3. One member of staff has Early Years Professional status and one is unqualified. One of the directors is a qualified teacher. The provision receives funding for free early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs and children who speak English as an additional language.

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