

Busydays Childcare

ST STEPHENS METHODIST CHURCH, Bideford Way, Cannock, WS11 1QD



Inspection date

28 January 2016

Previous inspection date

5 March 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 provide an exciting range of activities which challenges children's learning and is thoroughly enjoyed. Children make good progress from their starting points and the quality of teaching is good.
- Staff are sensitive and knowledgeable about the children's individual needs and family circumstances. They provide a nurturing environment and meet their emotional and physical needs very well.
- Staff respect parents' views. They work well with them to identify what action is necessary for each child to help close any gaps in their learning.
- The managers have a good knowledge of the Early Years Foundation Stage requirements and children are kept safe. There are effective action plans in place to build on the good quality practice already achieved.

It is not yet outstanding because:

- Managers have not focused support for staff's professional development sharply enough on raising the standard of teaching to the highest level.
- On occasions, staff do not make the best use of information they gain from comparing the progress children make in all areas of learning. They do not use what they know to plan very precisely for children's learning and raise their achievements to the highest possible level.

What the setting needs to do to improve further

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

- strengthen further staff's professional development and increase the potential to raise the quality of teaching to a consistently excellent standard
- make better use of information about children's achievements, to plan very precisely for their future learning and achieve excellent outcomes for all.

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 completed a joint observation with one of the managers/providers and held a meeting with both of the managers/providers.
- The inspector looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is good

Good progress has been made since the last inspection and all of the learning and development requirements are met in full. The two managers/providers work directly with the children. They have made very good use of targeted training and additional, external support to develop practice. As a consequence, the quality of teaching has improved. There are effective systems in place to monitor the quality of learning and teaching, to ensure they are consistently good. Arrangements for safeguarding are effective. Staff have a good understanding of child protection issues and what to do if they are concerned about children in their care.

Quality of teaching, learning and assessment is good

Staff are well qualified and experienced. They carefully observe what children enjoy and provide good quality teaching, based on children's individual learning needs and interests. For example, a keen interest in space has been used extremely well by staff to extend children's vocabulary, creativity, literacy and mathematics knowledge. Children show sustained levels of interest in what is provided and are eager to learn. Staff are good play partners and children enjoy the company of adults. Staff provide good opportunities for children to think about what they are doing, question and predict. The environment outdoors is carefully planned with the children's needs in mind. As a result, their learning is continued when they play outdoors.

Personal development, behaviour and welfare are good

Children greatly benefit from being cared for in a small group and receive high levels of individual care and emotional support. Staff provide healthy snacks which are enjoyed by the children. Topics and daily routines are used well by staff to teach children about how to stay safe and keep their bodies healthy. Children are well behaved and staff use positive strategies for children to learn about right and wrong. Staff share the code of behaviour with parents so they can use the same strategies at home. Children learn about similarities and differences within the group and the wider community, and learn to respect each other. There are good systems in place to share information with the other schools in the area when children move on.

Outcomes for children are good

All children make good progress from their starting points, including those identified as needing additional support. Children are active and enjoy their time at the pre-school. They show a real interest in the activities provided and confidently decide what to do. They demonstrate the key skills needed in preparation for school.

Setting details

Unique reference number	EY474539
Local authority	Staffordshire
Inspection number	1009035
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	12
Number of children on roll	15
Name of provider	Busydays Childcare Partnership
Date of previous inspection	5 March 2015
Telephone number	07792201053

Busydays Childcare was registered in 2014. The pre-school employs two members of staff, who are also the managers and providers. Both hold appropriate early years qualifications at level 3. The pre-school opens on Tuesday and Thursday from 8.45am to 12.45pm and from 1.15pm to 3.15pm, on Wednesday from 8.45am to 12.45pm, and on Friday from 8.45am to 11.45am during term time only. It provides funded early education for three- and four-year-old children.

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