

# Woolpit ARC

Woolpit Childcare Centre Ltd, Woolpit CP School Heath Road, Woolpit Bury, St Edmunds Suffolk, IP30 9RU



<b>Inspection date</b>	28 January 2016
Previous inspection date	24 June 2010

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

- Children make very good progress in this friendly and welcoming setting. Staff get to know their key children well and provide activities which reflect children's interests and learning needs.
- Staff provide a relaxed, fun and homely environment where each child is respected and valued. They praise children when they are kind to each other. This boosts children's self-esteem and helps them to know right from wrong. Children learn to play together well and their behaviour is very good.
- Staff develop close relationships with parents and regularly exchange information with them. They support parents well to make a valuable contribution to their children's learning.
- Children are physically active and have regular access to the outdoor environment. They are encouraged to investigate and have many opportunities to explore the natural world. Staff use the outdoor area effectively to extend children's learning experiences.
- The managers and staff are very clear about their roles and responsibilities. They demonstrate a strong commitment to developing the setting and have targeted plans for the future to continually improve the quality of the provision.

### It is not yet outstanding because:

- The monitoring of the quality of staff's teaching is not fully embedded to extend opportunities for staff to build on their skills and reflect on their practice.
- Information gained from the monitoring of different groups of children is not used effectively to support children to make even more rapid progress in their learning.

## What the setting needs to do to improve further

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

- strengthen the monitoring of the quality of teaching and use the information to shape staff's professional development
- enhance systems for the monitoring of children's assessment information to precisely track the progress of different groups of children and ensure that interventions can be targeted effectively.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the managers, staff and children.
- The inspector viewed a sample of children's development records.
- The inspector reviewed evidence of the suitability and qualifications of staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the setting.

### Inspector

Jacqui Oliver

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff attend safeguarding training and have a clear understanding of the procedures to follow should they have any concerns regarding children in their care. Robust policies, recruitment and induction procedures ensure that staff are suitable to work with children. The managers monitor staff performance through working alongside them and annual appraisals. Staff are well qualified and experienced. This has a positive impact on children's learning and development. All members of staff work particularly well together and the organisation of the setting is good.

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

Staff make the most of opportunities to extend children's learning through play, discussions and planned activities. They have high expectations of children. As a result, children's progress is very good given their starting points and capabilities. Good systems for observing and assessing children ensure that staff plan a range of interesting learning opportunities that engage and challenge children. Staff support children's communication and language extremely well, extending their vocabulary and helping them to listen, understand and become confident talkers. This has a very positive impact on all other areas of learning. Children have excellent opportunities to learn about letters and sounds. They are encouraged to recognise and write their name. This helps to support the development of children's early literacy skills. Children are provided with many opportunities to develop their mathematical skills. They use everyday language to talk about size, weight and capacity, comparing quantities and solving problems.

### Personal development, behaviour and welfare are good

Children enjoy their time at the setting. They are very comfortable and often go to their favourite adult for a cuddle. Staff respond affectionately, providing children with a strong sense of belonging and promoting their emotional well-being. Staff take time to listen with genuine interest to what children say. The setting is well resourced and offers children many opportunities to make choices about their play. Mealtimes are happy, social occasions. Staff make good use of these opportunities to teach children about the importance of a healthy diet and good personal hygiene. Children enjoy fresh air and physical exercise each day. Activities and discussions help to develop their awareness of keeping themselves safe. For example, children use china plates at snack time. This supports them in accepting responsibility and recognising risk. Children take part in a variety of events and celebrations, giving them a wider understanding of the world. Good links with the local school help to ensure that children are emotionally prepared for the move on to school.

### Outcomes for children are good

The quality of teaching throughout the setting is consistently strong. All children, including those in receipt of additional funding, make good progress from their starting points. Staff ensure that children are confident, articulate, creative and well prepared for school and their future learning.

## Setting details

<b>Unique reference number</b>	EY359649
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	863606
<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 - 11
<b>Total number of places</b>	26
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Woolpit Childcare Centre Ltd
<b>Date of previous inspection</b>	24 June 2010
<b>Telephone number</b>	0777 278 7842

Woolpit ARC was registered in 2007. It is run by the committee of Woolpit Childcare Centre Ltd. The setting employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. One of the managers holds a foundation degree. The setting opens five days a week, from 8am to 6pm, all year round. The setting provides funded early education for two-, three- and four-year-old children.

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