

St John's Childcare Forest Glade



Forest Glade, Langdon Hills, Basildon, Essex, SS16 6RX

Inspection date	22 February 2016
Previous inspection date	2 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The management team evaluates the setting regularly. They continually reflect on their practice, identify areas for improvement and set themselves challenging but achievable targets.
- Staff provide a warm, caring environment that welcomes children and their families, and promotes respect and equality. Staff get to know children's needs from an early stage, children settle well and form close friendships with their peers.
- Children are provided with many opportunities to experience fresh air and physical exercise. They go out in the garden daily and take part in activities, such as bug hunting and more-active running games.
- The manager's monitoring of children's progress is robust. She accurately identifies any gaps that are emerging in individual and groups of children's development. Staff take appropriate action to address these gaps and improve the outcomes for all children's learning.
- Staff form successful partnerships with parents. They liaise with them regularly about their children's learning and advise them on how they can effectively support development at home. Staff actively seek parents' views of what children are learning at home and include them in assessments of children's progress.

It is not yet outstanding because:

- The management team's monitoring of staff's practice is not rigorous enough to raise the quality of their practice to an even higher level.
- Babies have fewer opportunities to explore a variety of objects using their senses.

What the setting needs to do to improve further

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

- strengthen the systems in place to monitor staff performance so that they undertake professional development opportunities to enhance their practice even further
- enhance the opportunities that younger children have to explore a variety of objects.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The lead inspector completed a joint observation with the setting manager.
- The inspectors held a meeting with the setting manager, who is also the provider. They looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff.
- The inspectors spoke to a small number of parents during the inspection and took account of their views.

Inspector

Daniella Tyler and Sharon Fogarty-Martin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff can identify the possible indicators of abuse and know the appropriate action to take if they have concerns about a child. Risk assessments and daily checks of the premises and for outings are thorough. Staff ensure that strict procedures are followed so that the premises remain secure at all times. Policies and procedures are implemented robustly. The records for children and staff, including registers, are comprehensive and help to protect children's safety and well-being. The management team conducts routine meetings with staff to review their practice. Staff complete mandatory training and are offered some opportunities to complete higher childcare qualifications. Staff are knowledgeable about children's health needs. They have attended the relevant training, in order to ensure that children remain safe and well.

Quality of teaching, learning and assessment is good

The well-qualified staff have a good knowledge of how children learn. They get to know children well through regular observations and accurate assessments of what they can do. Staff use this information to plan activities that are based around children's individual needs. They adapt to children's interests and follow their lead in activities. For example, when children decide that they are superheroes, staff change activities to incorporate the characters the children are pretending to be. Staff actively promote children's mathematical skills. They seize opportunities to incorporate numbers into even the youngest of children's everyday play. Staff work well with outside agencies and parents to provide a good level of support for disabled children and those with special educational needs. Staff support children's language and communication skills well, including children who speak English as an additional language.

Personal development, behaviour and welfare are good

Children form close, caring bonds with their key person, other staff and one another. Staff support children's independence well. They actively encourage even the youngest of children to attend to their own personal care needs, such as using the toilet and putting on their coats. Staff praise the children regularly and show them they are proud of their achievements. Children are happy, confident and show high levels of self-esteem. Staff supervise the children at all times, meet the required ratios and are deployed effectively to promote children's safety and well-being. Staff have high expectations for children's behaviour. They set clear, age-appropriate boundaries and gently remind children of these throughout the day. Staff actively encourage children to share, take turns and understand the effects their actions can have on others. Staff support children to identify hazards for themselves and develop their understanding of how to manage their own safety.

Outcomes for children are good

All children make good progress given their starting points and capabilities. Children develop good listening skills and are starting to recognise and write letters. Staff plan purposeful activities that prepare children for the next stage in their learning, including starting school.

Setting details

Unique reference number	650005
Local authority	Essex
Inspection number	1039718
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 - 11
Total number of places	110
Number of children on roll	396
Name of provider	Chelmsford Diocesan Board Of Finance
Date of previous inspection	2 November 2011
Telephone number	01268 490400

St John's Childcare Forest Glade was registered in 1999. The setting employs 40 members of childcare staff. Of these, 37 hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday for 47 weeks of the year. Sessions are from 7.30am until 6pm. The setting provides funded 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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