

Inspection date	3 March 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 has worked very hard to develop the provision and practice since the move to new premises. Through their improved evaluation process, their detailed plans and the support of local advisers, they are leading staff to effectively improve and maintain good quality practice.
- Children's learning is well supported by skilled and knowledgeable staff. They understand how children learn best and provide them with a wide range of experiences. Children make good progress in all areas of their development.
- Children are well cared for by the friendly and attentive staff. They form close relationships, which foster children's confidence and emotional development very well. Staff recognise the uniqueness of each child. They take the time to get to know them and spend good quality time supporting them in their activities.
- Staff liaise effectively with parents, external agencies and professionals so that they work well together to ensure that all children get the support they need. Parents and carers express high levels of satisfaction with the staff and the quality of care and education that their children receive.
- Staff are calm and caring and they act as positive role models. They use distraction, discussion and negotiation very effectively, to help children to manage their own behaviour and build relationships with each other. This includes children whose needs or circumstances require particularly perceptive intervention and additional support.

It is not yet outstanding because:

- Information about children's ongoing progress is not consistently shared with parents, to fully promote continuity of learning between home and the provision.

What the setting needs to do to improve further

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

- enhance the sharing of information with parents about their children's learning.

Inspection activities

- The inspector observed activities in all of the play areas and the outside learning environment and conducted a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day and by reading a number of comments on questionnaires obtained by the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for Safeguarding are effective. Children are well protected by robust risk assessments and clear procedures, which ensure that they are always well supervised and cared for. The management team ensures that they keep abreast of changes to legislation and cascade this to the staff team. Observation of staff practice, supervision and support of the staff team is undertaken regularly. The provider is aware of the importance of ensuring the staff team remains skilled and knowledgeable. She supports staff to attend regular training and ongoing professional development.

Quality of teaching, learning and assessment is good

Staff are skilled at stimulating children's interest and holding their attention. Well planned, adult-led activities are fun and promote learning well. Staff incorporate active listening and use clear explanations and appropriate questions to support children's learning. Pre-school children are animated and engaged with an interactive story about a caterpillar. They are inspired as they explore real fruit and learn about life cycles and healthy foods. Staff then offer activities building on from children's interests, adding additional resources and materials. Some children test their ideas and focus further on their interest in butterflies. They persevere very well cutting out large paper wings and flap round the room wearing them. Other children spend considerable periods of time imaginatively cooking with real vegetables, playing cooperatively with their friends to act out scenarios.

Personal development, behaviour and welfare are good

Children are motivated and keen to learn, due to the highly stimulating play environment and the responsive interactions from staff. Outside, staff introduce fun games with different sized balls. They support children to take turns and respect the needs of their friends. Children listen well and test out their skills. They show pride in their achievements as they manage to throw their ball in the bucket. They then excitedly run back round to have another go. Relationships between children are very good and all staff take the time to support this consistently. Children in the age group for two-year-olds show very good social skills for their age. They hold their friend's hand and explore together. They considerately share the plastic hammers and builders hats in their exploration with the role-play toys outside. They are helpful with younger or less-able friends and are acquiring positive and caring dispositions.

Outcomes for children are good

All children are supported to make good progress from their individual starting points. Children's communication skills are progressing very well, including those who speak English as an additional language. Two-year-olds in receipt of funding make progress that is better than is typical for their age. Disabled children and those with special educational needs are supported very closely to reach their potential. Children listen and concentrate very well and are developing positive attitudes towards learning. They are gaining very suitable skills in readiness for the next stage in their learning and their move on to school.

Setting details

Unique reference number	EY477722
Local authority	Northamptonshire
Inspection number	978856
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	2 - 11
Total number of places	48
Number of children on roll	105
Name of provider	Readwell Care Limited
Date of previous inspection	Not applicable
Telephone number	01604 407284

Readwell Care was registered in 2006. The provision employs eight members of childcare staff. Of these, all hold appropriate early years qualifications ranging from level 2 to level 7. The provision opens from Monday to Friday, all year round. Breakfast club runs from 8am until 9am, the pre-school session is from 9am until 3.15pm and the after-school club operates from 3.15pm until 6pm, term time only. The provision also runs their playscheme in the school holidays from 8am until 6pm. The provision provides funded early education for two-, three- and four-year-old children.

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