

Inspection date

21 April 2016

Previous inspection date

13 March 2012

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Outstanding | 1 |
| 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 have exciting opportunities for outdoor play. There are many resources that they use when cooperating with others and they enjoy plenty of fresh air and exercise.
- Children's independence and self-help skills are promoted well through the setting's daily activities and routines. Staff discuss the benefits of healthy lifestyles with the children and encourage them to manage their own personal needs.
- Partnerships with parents are a strength of the setting. Parents speak highly of the setting. They are well informed about their children's learning achievements. Staff support parents to be involved in continuing to guide their children's learning at home.
- Partnerships with the host school and other local settings are well established. Staff share information about children's individual needs and development. They use this information effectively to support continuity of care and learning experiences.
- The manager carefully monitors individual assessments to ensure children's needs are well supported. She uses this information to identify any gaps in their learning. Children make good progress.

It is not yet outstanding because:

- Staff do not seek sufficient detail from parents about what children know and can already do, in order to inform sharper initial planning.
- The ways in which staff performance is managed through supervision is not sufficiently focused to ensure all staff are fully supported to deliver the highest-quality teaching possible.

What the setting needs to do to improve further

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

- seek more detailed information from parents on entry, in order to establish what children can already do so that activities can be more precisely planned to build on this
- refine the programme for staff supervision, offering more targeted support and coaching to help staff to improve their personal effectiveness and drive teaching to an outstanding level.

Inspection activities

- The inspector completed a joint observation with the setting's manager.
- The inspector held a meeting with the setting's manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector viewed a range of activities in the pre-school session and during the out-of-school club.

Inspector

Susan Sykes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of how to keep children safe and the procedures to follow if they are concerned about a child's welfare. The provider has systems in place to support and monitor staff practice. The manager is very experienced and strives to offer the best experiences to children and their families. She evaluates her practice, taking into account feedback from her team, parents and children to support continuing improvements. The provider updates policies and procedures and makes the staff aware of any recent changes to guidance or legislation. Good relationships with the host school and other providers help the continuity of care and learning for children.

Quality of teaching, learning and assessment is good

Regular observations and assessments of the children are completed by staff and are further monitored by the manager. This helps to identify any gaps in children's learning so these can be addressed quickly. Group-time activities are used to help children become confident and prepare them for the next stage in their learning. For instance, children talk excitedly about what they are looking forward to when they move on to school. Staff sit alongside the children, extending their understanding and learning through skilful questioning and interaction. For example, they encourage children to think about what plants need to grow. This helps to support children's communication, language and thinking skills as they talk and make sense of what goes on around them. Staff organise regular review meetings for parents to attend and provide opportunities to discuss their children's progress. Staff also support parents to extend their child's learning and development in the home environment.

Personal development, behaviour and welfare are good

Children are confident, excited and eager as they enter the setting. Children make independent choices in their play. They are able to choose whether they play inside or outdoors. Staff deploy themselves effectively in these areas to make sure children remain safe. Children are encouraged to learn how to stay safe and adopt a healthy lifestyle. They have plenty of fresh air and enjoy being physically active as they climb the rope ladder safely and use the small trampoline. Healthy snacks and meals that meet children's individual dietary requirements are offered. Children prepare their own snacks, helping them to be healthy and become independent. Children learn to become responsible. For example, they care for the setting's pets, feeding them and supporting the animals' well-being.

Outcomes for children are good

Children demonstrate they are confident and are becoming increasingly independent as they move to activities of their choice and engage in a good range learning experiences. For example, children's mathematical development is supported as they play hook-a-duck, recognising the numbers written on each duck. All children make good progress and are gaining the skills and aptitudes needed for their next stage of learning.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 253774 |
| Local authority | Lincolnshire |
| Inspection number | 854835 |
| 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 | 3 - 11 |
| Total number of places | 62 |
| Number of children on roll | 83 |
| Name of provider | Susan Julie Bell |
| Date of previous inspection | 13 March 2012 |
| Telephone number | 01778 344896 |

Madcaps was registered in 1995 and is based in Market Deeping, Lincolnshire. The setting employs seven members of childcare staff, five of whom hold appropriate early years qualifications at level 3. The setting offers out-of-school provision Monday to Friday during term time, from 7.30am until 9am and from 3.30pm until 6pm. Additional pre-school sessions are provided on Monday, Tuesday and Thursday, from midday to 3.15pm. Holiday provision is offered for one week at Christmas and one week during the main summer holidays. These sessions run from 7.30am until 6pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

