

Dawes Community Childcare Centre

The Dawes Community Centre, Forstal, Hernhill, Faversham, Kent, ME13 9JG



Inspection date

26 April 2016

Previous inspection date

2 May 2013

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

- Children develop good communication and speaking skills. For example, children sign simple words and the staff consistently interact positively and verbally with them.
- A wide range of opportunities help children to develop good early reading and writing skills. For example, they write their own names and explore rhyming words. This helps children to develop skills that support their future learning.
- The manager and staff successfully engage parents in their children's learning. This helps to provide children with a positive level of consistency in their care and learning.
- Children explore a good range of learning opportunities and experiences. Children are motivated to learn and make good progress.
- Staff support children who have special educational needs or disability well. They regularly share information with parents and other early years professionals to manage their individual learning needs effectively.
- Children are polite and behave well. For example, staff support their understanding of manners and good behaviour as they are positive role models.

It is not yet outstanding because:

- The monitoring of children's progress by the management team is not effective in identifying any possible gaps within different groups of children.
- Children do not always understand or engage fully during changes in the daily routine.

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 groups of children to clearly identify and support any gaps in their progress
- improve children's understanding and engagement during changes in the daily routines.

Inspection activities

- The inspector observed children playing in the indoor and outdoor environments, and staff interactions with them.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including policies and procedures, staff suitability records and children's records.
- The inspector spoke to children, parents and staff, and took their views into consideration.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The manager closely monitors the consistency and quality of teaching. For example, she carries out regular observations, holds meetings with staff, and motivates them to participate in regular training. For example, staff attend specific training to meet the needs of the children, such as outdoor learning. The manager routinely reviews and evaluates practices, and makes positive changes. For example, children now access a cosy area where they can rest and take part in quiet activities. Staff have good links with other settings that children attend, which helps to provide continuity when meeting children's individual needs. For example, they share information about children's achievements. Safeguarding is effective. All staff have a good knowledge of the procedures to follow if they have concerns regarding children's welfare.

Quality of teaching, learning and assessment is good

Staff make good use of funding and meet children's individual needs effectively. They take children's interests and personalities into consideration as they plan activities. Staff track children's individual progress well to highlight any individual learning need and provide good support to close any gaps. Staff have close links with schools and work together to prepare children for their next stage of education well. For example, staff teach letters and sounds in a similar way to the teachers. Staff extend children's learning well and plan enjoyable activities that encourage their problem-solving skills. For example, children found a toy bear up in a tree, during a walk. They worked well together as they looked after him and got him ready to find his 'family'.

Personal development, behaviour and welfare are good

Children are confident and settled with a good level of emotional well-being and self-esteem. They have trusting and secure relationships with staff. Children understand how to appreciate living things, for example, as they watch their fish and tadpoles grow. Children develop a positive understanding of people's similarities and differences in society, for instance, they celebrate a range of different festivals. Children develop good physical abilities. For example, they negotiate space effectively as they run and climb, and use equipment, such as tongs, to develop their hand-eye coordination. They learn about the benefits of healthy eating, such as when they grow their own vegetables.

Outcomes for children are good

All children make good progress in relation to their starting points, including those with special additional needs. They develop skills to manage the move to school well. For example, they develop a good understanding of mathematics, as they compare different sizes and lengths. Children engage in activities that require a level of maturity and responsibility. For example, they register themselves into the centre when they arrive.

Setting details

Unique reference number	160294
Local authority	Kent
Inspection number	1028363
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	26
Number of children on roll	61
Name of provider	The Dawes Community Association
Date of previous inspection	2 May 2013
Telephone number	01227 751 195

Dawes Community Childcare Centre registered in 2001. It operates from a community centre situated in the village of Hernhill, in Kent. The centre provides a breakfast club, a pre-school and an out of school club. It is open each weekday, from 8am to 5.30pm on Monday to Thursday and from 8am to 5pm on Friday, for 39 weeks of the year. The centre receives funding to provide free early education for children aged two, three and four years. The centre employs six staff, who all hold relevant early years qualifications at level 2 and above. This includes one staff member who holds a level 3 qualification and two staff with early years degrees, one of whom has Early Years Professional Status.

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