

# Carleton Childcare

St Hildas School, Bispham Road, Carleton, FY6 7PE



<b>Inspection date</b>	6 June 2016
Previous inspection date	2 February 2012

<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

- The manager regularly seeks the views of children and parents and uses this information to reflect on all areas of practice and set priorities for improvement.
- Strong partnerships are promoted with parents, local schools and other professionals, to provide children with consistency in their care and learning.
- Children are motivated and eager to join in with activities and keen to celebrate each other's achievements together. They are confident to accept a challenge and enjoy freely accessing the broad range of experiences and activities provided.
- Children's physical and emotional well-being is supported well. Children are self-assured, self-motivated and develop a growing confidence in their own abilities.
- The manager effectively evaluates the progress that groups of children make, including those who speak English as an additional language. She ensures that any need for early intervention is identified and supported promptly. This contributes to the good progress that children are making from their starting points.

### It is not yet outstanding because:

- Staff do not provide enough opportunities for children to enhance their critical-thinking skills.
- Staff do not maximise opportunities to share information with parents.

## What the setting needs to do to improve further

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

- provide children with further opportunities to develop their critical-thinking skills
- build on the good partnership working with parents and provide even further opportunities for information sharing, to meet the needs of each child.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the provision. She looked at a range of other documentation, including policies and procedures and the pre-school's self-evaluation.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager.

### Inspector

Cath Palser

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a robust understanding of their roles in keeping children safe. They know the procedures to follow should they have concerns about the welfare or safety of a child. Most staff hold a relevant childcare qualification and hold current first-aid certificates. They have regular supervision sessions and attend training, which has a positive impact on the quality of teaching and learning. The manager reviews the progress of different groups of children and plans effective ways to help close any gaps in children's learning. For example, staff have attended training to promote the early writing skills of boys. They plan a range of fun activities to stimulate all children's interest in this area. This is successfully contributing towards gaps closing. Additional funding is used effectively to provide a range of additional activities, such as football skills and French sessions.

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

Most staff are qualified and deliver good quality teaching across the pre-school. All children, including those who speak English as an additional language, are active and confident learners. They develop a growing confidence in their physical skills. Babies move around freely to explore the enabling environment, which stimulates their curiosity and exploration skills. Older children practice balancing, climbing and negotiating around obstacles on the ride-on toys. Staff use a range of effective strategies to promote children's communication and language skills. They talk to young children as they play, introduce new words and give a running commentary. Staff engage older children in purposeful conversation and use group times to encourage children to share their ideas and experiences. They demonstrate, model and guide children during their play, giving clear instructions and explanations. Children are motivated to play and explore and develop the key skills to promote future learning.

### Personal development, behaviour and welfare are good

Staff are warm and welcoming and establish respectful partnership working with parents. The effective key-person system helps children to form strong attachments and settle in easily. Staff are good role models of behaviour and give clear explanations of expectations. Children show kindness and consideration to others and forge close friendships with their peers. The environment is planned to enable all children to access the resources independently. Children are keen to help carry out small tasks and manage their own toileting needs. This contributes to their growing self-assurance and independence skills. Children are beginning to learn how to stay safe and make healthy choices. They are provided with balanced and nutritious meals during term time sessions. Children have plenty of opportunities to play outdoors in the fresh air.

### Outcomes for children are good

All children, including those who speak English as an additional language, are making good progress from their starting points. They have an eager disposition towards learning and are confident individuals. Children are developing the skills to help prepare them so they are ready for school.

## Setting details

<b>Unique reference number</b>	EY435514
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	853657
<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>	0 - 9
<b>Total number of places</b>	42
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Carleton Childcare
<b>Registered person unique reference number</b>	RP902577
<b>Date of previous inspection</b>	2 February 2012
<b>Telephone number</b>	01253 882 171

Carleton Childcare was registered in 2011. The pre-school employs 19 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2, including two staff who hold qualified teacher status, three who hold a qualification at level 5 and eight who hold a qualification at level 3. The pre-school opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm during term time and 8am until 6pm during holidays. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

