

# St Christopher's Robins

St Christopher's Church, Boundary Road, Bury St Edmunds, IP28 8JQ



<b>Inspection date</b>	24 June 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff create a highly stimulating, rich and attractive learning environment. Children are curious and highly motivated as they explore the wide range of high-quality resources. This supports them to build very positive attitudes towards learning.
- Staff form strong relationships with the children. They know them well and take account of their individual needs. This means children settle quickly into the setting and feel secure.
- The quality of teaching is good. All staff fully understand how children learn and they plan challenging activities to help them develop new skills. Children are beginning to develop the knowledge and abilities needed for their future learning.
- Staff form excellent partnerships with parents, and they inform them daily of their children's progress. They advise parents on how they can effectively support learning at home.
- The management team use their experience and knowledge to evaluate the overall quality of the setting. They have high expectations of staff and guide them through good quality support and supervision so that outcomes for children continually improve.

### It is not yet outstanding because:

- Overall, the manager monitors individual children's progress well but does not successfully monitor the progress of groups of children, in order to identify any patterns or gaps in learning even more swiftly.
- Although provision for children with English as an additional language is generally good, occasionally staff miss opportunities to include their knowledge of children's home languages when organising activities.

## What the setting needs to do to improve further

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

- embed the recently adopted monitoring systems to track the progress of groups of children even more effectively in order to fully identify any gaps and patterns in their learning and maximise their progress
- build staff confidence to consistently use their knowledge of children's home languages to enhance the already good support offered to children who speak English as an additional language.

### 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 carried out a joint observation with the manager.
- The inspector took account of the views of children, their parents and staff spoken to on the day of inspection.
- The inspector sampled a range of records, including children's learning journeys, staff training certificates, staff suitability checks and the setting's self-evaluation plan.

### Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff attend child protection training. The manager and staff have a good awareness of local safeguarding procedures. They know the importance of acting promptly on any concerns they may have about a child's welfare. The manager has thorough recruitment procedures. New staff are inducted well and ongoing suitability is regularly checked. The manager monitors staff's performance well and staff benefit from regular team meetings, supervisions and appraisals. Self-evaluation is effective. The manager and her team demonstrate a drive for continuous improvement and a commitment to providing high-quality care and learning for all children.

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

The quality of teaching is strong. The well-qualified staff have a good understanding of how children learn. They get to know children well through regular observations and effectively use this information to plan interesting activities that are based around children's individual needs and interests. Children have many opportunities to develop their creative skills. They learn how to mix colours using paints, and enjoy using musical instruments and dancing outside. Staff play alongside children and effectively support their learning through good quality questioning and by encouraging children to think things through. For example, one child was interested in the difference between salt dough and play dough and the member of staff took her time to explain how they were both made. This helps children to become confident in their learning and they are keen to ask questions.

### Personal development, behaviour and welfare are good

Children form very close bonds with staff. They show how they feel safe and secure as they confidently explore their environment. Staff effectively support children's understanding of being healthy throughout the day. Children manage their own personal care needs, relative to their age. They enjoy the sociable occasion of sitting together during snack and lunchtime. Staff talk about food that is good for them. This helps children to learn about a healthy diet. Staff speak kindly to the children, offering encouragement and praise. Staff are caring and receptive to children's reactions and feelings, and are supportive to their families. Children have positive opportunities to learn about others and the community they live in to extend their knowledge about the local community.

### Outcomes for children are good

All children are making good progress from their starting points and are working within the typical range of development for their age. They are developing the skills they need to support their next stage in learning and their eventual move to school. Children enjoy their time at the setting, they demonstrate very positive attitudes and are confident and motivated to learn.

## Setting details

<b>Unique reference number</b>	EY477180
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	974908
<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>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	St Christopher's Robins Childcare Services Limited
<b>Registered person unique reference number</b>	RP533636
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01638482082

St Christopher's Robins was registered in 2014. The setting employs seven members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 3 and one holds qualified teacher status. The setting opens Monday to Friday from 9am to 3pm. During school term times, the setting operates a breakfast club from 8am to 9am and an after-school club from 3pm to 6pm.

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