

Early Years Education Centre EYEC

9-9a Early Years Education Centre, Lichfield, Staffordshire, WS14 9ET



Inspection date

19 July 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 manager and her deputy set high expectations for children's learning and for the quality of provision. Staff share their very clear vision and strong drive for the centre's ongoing improvement.
- Children make good progress. There are strong procedures to check children's achievement and build on their earlier learning. Staff identify the strengths in children's achievement and promptly address any gaps in knowledge and understanding.
- Children enjoy a range of motivating and engaging experiences. Overall, staff have a good understanding of how young children learn and develop. Children settle in quickly and staff help them to play and learn successfully together.
- Children's behaviour is good. Staff are very positive role models for children to follow. Children are safe and well cared for. They develop strong bonds with staff and form good friendships with each other.
- Parents are fully informed about their children's achievements. They receive good guidance to further support learning at home and they contribute to records of children's progress and development.

It is not yet outstanding because:

- Procedures for staff's professional development do not yet focus sharply enough on developing an expert knowledge of teaching in order to raise achievement to an even higher level.
- Staff do not always give children the time to think for themselves and fully express their own ideas and understanding.

What the setting needs to do to improve further

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

- strengthen procedures for staff's professional development and focus more sharply on developing and applying an expert knowledge of teaching
- develop further the opportunities for children to think deeply and express their reasoning and understanding.

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 joint observations with the centre manager and deputy manager.
- The inspector held a meeting with the centre manager and deputy manager. He looked at relevant documentation, such as the centre's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Andrew Clark

Inspection findings

Effectiveness of the leadership and management is good

The manager has quickly created a strong staff team in the short time since the centre has opened. She provides a very clear direction for the development of all aspects of the provision and is ably supported by her deputy manager. The leadership gather the views of parents, children and staff to evaluate effectiveness and to plan for future improvement. The centre works well with other early years professionals to build on the overall quality of provision and to ensure there are robust policies and procedures to support children's learning and well-being. Arrangements for safeguarding are effective. Staff are all trained in child protection and have a good understanding of how to keep children safe and free from harm. They apply their knowledge to create a secure and stimulating learning environment.

Quality of teaching, learning and assessment is good

Staff make good use of accurate assessments of children's achievements to help them reach the next steps in their learning. They make learning fun. Staff help children to develop good skills for their future learning. For example, children learn to cooperate in their imaginative and outdoor role play based on traditional fairy stories. The teaching of literacy and numeracy skills is good. For example, staff help children to develop the physical skills they need to hold a pencil or paintbrush carefully and they help them to recognise the letters in their names. Staff help children to develop a good understanding of the world around them and to want to find out more. For example, children experiment with ways to mix colours and create rainbow patterns with soap bubbles and food dyes.

Personal development, behaviour and welfare are good

Staff help children to learn to make decisions and select their own toys. Children show imagination in their play and sustain their interest for long periods. Children are happy and content. They collaborate in developing their play and participate in creating their own games, for example in sand and water play. Children's social skills are strongly developed. Children learn to explore their feelings and emotions. For example, they show how happy or sad they are feeling by moving the hands on a dial and matching them to pictures of smiley or sad faces. Staff promote children's knowledge and appreciation of healthy lifestyles well. Children learn to wash and dry their hands carefully before participating in a healthy and attractively presented snack.

Outcomes for children are good

Children make good progress from their individual starting points. They develop the skills and attitudes that prepare them for the next stage in their learning and starting school. Babies learn to pay attention and take an interest in the world around them. For example, they listen intently to tuneful action songs and follow the rhythms and staff's actions closely. Children develop their counting skills and describe objects by their shape and size. They learn to identify patterns and solve problems, for example, through their sand and water play or by completing number-based jigsaw puzzles.

Setting details

Unique reference number	EY497783
Local authority	Staffordshire
Inspection number	1036120
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	0 - 5
Total number of places	28
Number of children on roll	40
Name of registered person	Early Years Education Centre EYEC Limited
Registered person unique reference number	RP903003
Date of previous inspection	Not applicable
Telephone number	01543 419608

Early Years Education Centre EYEC was registered in 2016. The centre employs eight members of childcare staff. Of these, seven hold appropriate childcare qualifications at level 3. The centre opens from Monday to Friday all year round. Sessions are from 6.30am until 6.30pm. The centre provides funded early education for two-, three- and four-year-old children. The centre supports children with special educational needs.

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