

# Goddard Park Day Care Centre



Goddard Park Primary School, Welcombe Avenue, Swindon, Wiltshire, SN3 2QN

<b>Inspection date</b>	9 August 2016
Previous inspection date	25 September 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

- Leaders and managers use effective systems to evaluate the quality of the provision. For example, since the last inspection, improvements have been made to extend children's access to a wider range of resources to support their learning.
- Children and their families are supported very well by leaders and staff. They work in effective partnerships with other professionals to support children's specialist care and learning needs, to help them make good progress.
- Children are taught well and form secure attachments to staff as they support children well to settle well into the setting. For example, they carry out home visits to get to know children and help them to feel secure when they start. Children are well cared for.
- Parents are included in their children's learning. For example, staff send home certificates to celebrate children's achievements and they also indicate how parents can support their children's learning at home. Children's behaviour is good.

### It is not yet outstanding because:

- Staff do not always make the most of opportunities to develop children's levels of independence further.
- On occasions, staff miss opportunities to extend children's thinking skills to aid their understanding and communication.

## What the setting needs to do to improve further

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

- extend children's levels of independence further to aid their learning and well-being
- give children sufficient help with their thinking skills to help them communicate their ideas more effectively.

### Inspection activities

- The inspector observed the activities and the quality of teaching, and supervision of children, throughout the setting.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, self-evaluation, observation, assessment, planning records, and documentation linked to checking children's progress.
- The inspector conducted a joint observation of staff practice with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The leadership team ensures all staff understand how to keep children safe and protect them from harm. Staff are knowledgeable in knowing what to do if they have a concern about a child's welfare. Leaders have secure procedures in place, such as the arrangements for checking visitors. Effective recruitment and vetting procedures enable the leadership team to ensure that staff are suitable and appropriately qualified for their role. Leaders support the well-qualified staff through a wide range of training opportunities to update their professional knowledge and expertise. This has a positive impact on children's learning outcomes. For example, staff have focused strongly on understanding children's behaviour to aid their learning and well-being.

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

Staff understand how children learn and develop as they check their progress carefully. They use this knowledge to plan activities and experiences to meet children's needs and interests. Staff help children to develop a good understanding of the natural world. For example, children learn about growing their own produce and enjoy harvesting potatoes and other vegetables to eat for their lunch. Children benefit from opportunities to learn outdoors. A trained woodland leader teaches children how to use tools safely and to use their own ideas and imagination in storytelling sessions in the woodland area. Babies and younger children are well supported by staff with good opportunities for sensory play. They thoroughly enjoy splashing in bubbly water to produce bubbles which they enjoy blowing and popping.

### Personal development, behaviour and welfare are good

Overall, children behave very well. Staff set clear and consistent boundaries for children's behaviour. For example, they explain to children the importance of walking across to the garden area safely checking the route is safe and secure. Staff are good examples to the children and encourage good manners. They help children to understand about the importance of healthy eating through play activities. Staff give children clear messages about sugary foods being treats and the benefit of eating lots of fruits and vegetables to help ensure their good health and well-being.

### Outcomes for children are good

All children make good progress, given what they know when they start. Children maintain good concentration on activities, remaining focused until they have completed them to their own satisfaction. They use their counting skills practically. For example, children were keen to count the number of potatoes they unearthed in the garden. Children confidently discuss the effects of exercise on their bodies; they talk about using their big muscles when they are carrying watering cans. Children develop important skills to help them in their future learning and move to school.

## Setting details

<b>Unique reference number</b>	EY302989
<b>Local authority</b>	Swindon
<b>Inspection number</b>	1058823
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	105
<b>Number of children on roll</b>	149
<b>Name of registered person</b>	Goddard Park Community Primary School Academy Trust
<b>Registered person unique reference number</b>	RP535422
<b>Date of previous inspection</b>	25 September 2012
<b>Telephone number</b>	01793 342347

Goddard Park Day Care Centre opened in 1998 and re-registered in 2005. It operates from premises in Goddard Park Community Primary School, Park North in Swindon, Wiltshire. The centre opens Monday to Friday, 8am to 6pm, for 50 weeks of the year. It receives funding for the provision of free early education for children aged two, three and four years. There are 33 members of staff working with the children. Of these, four hold a relevant early years qualification at level 6, three hold early years professional status and one holds qualified teacher status. Two members of staff hold qualifications at level 5; two at level 4; 14 at level 3 and a further six hold qualifications at level 2.

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