

Care With Cuddles

Holy Cross Church Parish Hall, Ryton Village, Ryton, NE40 3QP



Inspection date

Previous inspection date

30 August 2016

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

- Children make good progress in their learning from their starting points. Staff use their knowledge of individual children's needs and interests to plan a wide range of enjoyable and challenging experiences for all children.
- Children develop the use of their imagination well. For example, children who prefer to learn outside are provided with an outdoor area with lots of space and resources to be creative with and use their own ideas.
- Partnerships with parents and other professionals are good. Parents are well informed of the progress their children are making and how to support their children's learning at home.
- The nurturing staff team develops positive relationships with children. Children enjoy their time and confidently explore their surroundings.

It is not yet outstanding because:

- Staff do not always identify precise and ambitious targets for older children's future learning, specifically in mathematics and early writing skills, so that they make the best possible progress.
- Staff do not always use opportunities that arise during play to extend and build on children's interest in the natural world.
- The tracking and monitoring of different groups of children are not yet fully embedded to enable closer identification of whether gaps in achievement between these groups of children are closing.

What the setting needs to do to improve further

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

- stretch and challenge the mathematical understanding and early writing skills of older children, so that they are supported to make the best possible progress in their learning
- develop staff skills in recognising and using opportunities that arise during children's play to build on their interest in the natural world
- evaluate the progress made by different groups of children and use this information to ensure that any gaps in their learning are quickly closed and they make the best possible progress.

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 manager.
- The inspector took account of parents' views from the feedback provided in their children's daily diaries and learning journals.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff know the possible signs of abuse and when and where to refer any concerns they may have about a child's welfare. Recruitment and induction procedures are robust. Staff ensure children are safe through the effective implementation of risk assessments. Most staff are qualified and ongoing training helps them to extend their knowledge and skills. The manager regularly checks children's learning and development to ensure that they make good progress. Supervision meetings provide staff with the opportunity to discuss their current role and support their continual professional development. Partnerships with parents and other professionals are good and help staff to share information about children to ensure continuity of care and learning. The manager has an accurate understanding of the setting's strengths and weaknesses.

Quality of teaching, learning and assessment is good

Overall, staff have a good understanding of how to encourage and extend children's learning. They observe children's play and use the information they gain to plan what children need to learn next. Staff interact well with children to extend their learning and develop their play. For example, staff ask questions and repeat words to help children to develop strong communication skills. They sing confidently with children, providing frequent opportunities for them to join in with key words, actions and repetitive sounds. Children enjoy using their imaginations as they explore different roles in their play. They become fully engrossed as they play in the sand and explain how they are making sandcastles. Staff model some mathematical language well to help children make connections by weaving words, such as full and empty, into conversations.

Personal development, behaviour and welfare are good

Children are happy and content; they confidently explore the environment, working and playing together well. Staff teach children about the importance of keeping safe and staying healthy. Meals and snacks provided for children are nutritious and balanced. Staff foster children's independence and ability to take care of their own needs according to their age and stage of development. Children behave well. They learn to share, take turns and respect each other's feelings. Children are active outdoors each day. They have opportunities to develop their physical skills as they learn to climb, balance and negotiate space.

Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning. They make good friendships and learn to cooperate with each other. Children are confident communicators and talk freely and enthusiastically to staff about what they are doing. They make their own choices and establish their own ideas as they learn new skills and solve problems in their play. Children listen attentively and respond well to staff instructions. They gain the key skills they need to prepare them thoroughly for school.

Setting details

Unique reference number	EY483926
Local authority	Gateshead
Inspection number	996985
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 - 10
Total number of places	45
Number of children on roll	100
Name of registered person	Lorraine Amanda Richardson
Registered person unique reference number	RP515209
Date of previous inspection	Not applicable
Telephone number	0191 413 1270

Care With Cuddles was registered in 2014. The setting employs eight members of childcare staff. Of these, one staff member holds an early years qualification at level 5, one at level 4, five at level 3 and one holds at level 2. The setting opens Monday to Friday, from 8am to 6pm, except for a Tuesday when the setting opens from 11.30am to 6pm. The setting operates 48 weeks of the year, closing for one week over the Easter and Christmas holidays, as well as two weeks during the summer holidays. The setting provides funded early education for two-, three- and four-year-old children.

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