

# Safari Childcare

Childrens Day Nursery, 79 Halstead Road, Colchester, Essex, CO3 9AD



## Inspection date

Previous inspection date

7 September 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

- Since registration, management and staff have worked tirelessly to make improvements that benefit children's care and learning. The premises and garden have been renovated and children have access to exciting toys and resources, both indoors and outside.
- The well-qualified staff know the children well and ensure that activities match children's interests, enthusiasms and capabilities. Children make good progress and develop the skills they need for future learning.
- Children are very happy and build secure and comfortable relationships with the staff. There is a strong emphasis on building children's personal, social and emotional development. Staff offer plenty of praise for children's efforts. They encourage good manners and help promote positive behaviour.
- There are effective partnerships with parents. They receive good quality information and are encouraged to support their children's learning at home.
- The nursery works closely with other early years professionals, local schools and outside agencies to ensure that every child gets the support they need.

### It is not yet outstanding because:

- At times, staff miss opportunities to ensure that children are as highly engaged during the routine activities, such as mealtimes or waiting to go outside, as at other times of the day.
- Staff do not always make the most of every opportunity to promote children's awareness of safety and the consequences of their actions.

## What the setting needs to do to improve further

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

- review and enhance the organisation of routines to ensure that every opportunity is used to purposefully engage children, with particular regard to waiting times
- support children to manage their own safety and understand the reasons why they need to be careful when tackling challenges in their play.

### 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 registered provider.
- The inspector held discussions with the provider, manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the nursery.

### Inspector

Patricia Champion

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Management and staff are clear about their responsibilities to protect children from harm. They understand the correct procedures to follow should they have concerns about a child's welfare. Staff carry out thorough risk assessments to keep the premises safe, and closed-circuit cameras operate to monitor security. Recruitment and selection procedures are robust. Ongoing checks are regularly carried out to ensure that all staff remain suitable to work with children. Targeted action plans, observations of staff performance and effective self-evaluation contribute towards continually raising the standard of practice. Management support staff's ongoing professional development and encourage them to use what they learn to improve outcomes for children. Parents are keen to share their views and say they are very happy with their children's progress and the range of experiences they enjoy.

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

Children and babies are inquisitive and become confident learners. Staff are responsive to children's ideas. They provide plenty of sensory and natural materials that encourage children to experiment and investigate using all their senses. Staff sensitively support children's developing language skills. Children enjoy joining in with action rhymes, talk about items linked to letter sounds and repeat words staff say during conversations. Staff use effective methods of observation and assessment to gain a clear understanding of the skills children need to develop. The progress of individual children, and groups of different children, is carefully tracked and monitored to ensure that no child gets left behind. Staff successfully meet the needs of children who have special educational needs or disability and those who speak English as an additional language. Effective one-to-one support is put in place for children in receipt of early years pupil premium.

### Personal development, behaviour and welfare are good

Children and babies are well supported as they settle into the nursery, move between rooms or transfer on to school. Staff successfully promote independence skills and encourage children to manage their personal care needs. Children relish playing outdoors in the fresh air. They enthusiastically develop their coordination and physical skills. Children learn routine hygiene procedures and the importance of healthy eating. They are eager to help look after the vegetables and herbs that grow in the garden. Staff are calm role models and are consistent with their expectations that children treat each other with respect and kindness. Staff also effectively teach children about differences in society, cultures, traditions and beliefs.

### Outcomes for children are good

All babies and children are developing positive attitudes and enjoy learning. They make good progress from their individual starting points. Children listen attentively and follow instructions well. Older children effectively develop the skills they need for starting school. They count and carry out simple calculations. They learn to identify and write the letters in their name and take pleasure in choosing their favourite books.

## Setting details

<b>Unique reference number</b>	EY488581
<b>Local authority</b>	Essex
<b>Inspection number</b>	1012223
<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 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Safari Childcare Limited
<b>Registered person unique reference number</b>	RP533744
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07535705878

Safari Childcare was registered in 2015 and is run by a limited company. The nursery employs 11 members of childcare staff. Of these, one holds early years teacher status, one holds a qualification at level 4 and nine staff hold level 3. The nursery opens from Monday to Friday for 51 weeks of the year. Opening times are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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