

# Belmont Childcare Limited

Stifford Children's Centre, Parker Road, Grays, RM17 5YN



## Inspection date

Previous inspection date

15 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

- Children settle well into the nursery. Staff help them to build secure attachments. They build relationships with children and parents before the child starts and this helps children to feel safe.
- Staff carry out initial assessments of children's abilities and discuss their starting points with their parents. This helps them to plan effectively for children's ongoing development.
- Staff have a good understanding of the needs of individual children and teaching is effective. The key-person system is well embedded and staff engage positively with parents to ensure continuation of learning between the nursery and home.
- Managers and staff work effectively together to provide a challenging and motivating learning environment that helps them promote good outcomes for children.
- Self-evaluation and reflection on practice is helping the staff to make continuous improvements. Parents, staff and children are consulted and their views taken into account in planning for the future development of the nursery.

### It is not yet outstanding because:

- Staff do not always plan children's daily routines to ensure waiting time is kept to a minimum, for example, during mealtimes.
- Staff do not provide regular opportunities for children to explore and investigate resources and activities relating to technology.

## What the setting needs to do to improve further

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

- review the planning of daily routines to ensure that waiting times are kept to a minimum and children are purposefully engaged at all times.
- provide regular opportunities for children to explore and investigate technology to strengthen their understanding of how things work.

### 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 assistant manager.
- The inspector held a meeting with the manager and assistant manager and spoke to staff and children.
- The inspector looked at relevant documentation, such as children's progress records, self-evaluation, suitability and qualifications of staff, policies and procedures.
- The inspector took account of the views of parents by speaking with some of them during the inspection.

### Inspector

Jennifer Forbes

## Inspection findings

### Effectiveness of the leadership and management is good

The manager uses her skills and experience well to lead a very strong staff team. Staff motivation is good and expectations are high. The management team and staff use the skills and knowledge they have gained through their qualifications and other training opportunities to continually improve their practice. The manager supervises staff well and they observe each others' practice. This enables them to feel confident in their roles. The staff work very closely with the management team to monitor children's progress. The conscientious staff work effectively in partnership with parents to ensure they are meeting the needs of every child and that no child is left behind. Arrangements for safeguarding are effective. All staff are fully aware of the procedures to follow to protect children and report any concerns. Risk assessments are rigorous and help to ensure that children are kept safe.

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

Children thoroughly enjoy their learning. They make good progress in their communication and language development. Staff engage them in conversation, teach them new vocabulary and ask probing questions to promote their thinking skills. Children develop an interest in books and reading. They select them freely for staff to share with them indoors and outdoors. They learn that words have a meaning as staff show them the writing on the page and help them write their name on chalkboards. Children enjoy role play from a very early age and this helps them to develop their personal, social and emotional skills. For example, they enjoy washing dolls in a water tray. They learn about mathematical concepts as they try to fit big dolls into small boats. Staff support them to work out a solution to their problem by themselves. Children take part in sports activities in small groups. This helps them learn to take turns and promotes their physical development well.

### Personal development, behaviour and welfare are good

Children are very well behaved. Staff teach children to care for each other. Babies and children are well cared for by kind and sensitive staff. Children become confident and self-assured from a young age. Children learn skills of independence. They help to tidy away their play things and tell each other when to take off their shoes. When children see others getting ready to sleep they provide them with blankets. Staff teach children to respect others' differences. Children have access to a wide range of good quality resources and freely choose from a variety of activities. Staff teach children about healthy lifestyles and they enjoy fruit with their snacks. They butter their own bread at teatime and are proud of their achievements. Staff ensure that children eat a nutritious diet.

### Outcomes for children are good

All children make good progress in their learning. Any gaps in their development are quickly identified and staff support parents to seek rapid interventions to ensure their continued development. Children learn good nurturing skills. Siblings are encouraged to help each other, for example, by finding a bib for a baby brother. Children are confident learners. Older children are well prepared for starting school. They identify shapes and colours and learn to recognise numbers and letters.

## Setting details

<b>Unique reference number</b>	EY489293
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	1011617
<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 - 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Belmont Childcare Ltd
<b>Registered person unique reference number</b>	RP533644
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07938770785

Belmont Childcare Limited was registered in 2014. It is situated within the grounds of a primary school and within a children's centre. The nursery has close ties with a smaller setting in an adjacent building. The nursery operates from Monday to Friday, from 8am until 6pm, for 51 weeks of the year. The nursery employs 17 members of childcare staff, 10 of whom hold relevant early years qualifications at level 3 or above and six hold qualifications at level 2.

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