

Belmont Childcare 2 Limited



Belmont Village Hall, Parker Road, Grays, Essex RM17 5YN, RM17 5YN

Inspection date 27 September 2016
Previous inspection date Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The partnerships with parents are extremely strong and effective. Staff work progressively with parents and carers to provide an effective, consistent and continuous provision for children in order to support their welfare and ongoing development.
- Staff work extremely positively and enthusiastically towards early intervention to make a difference in children's lives through a wealth of play experiences. This successfully provides children with the skills they require for their next stage in their learning. Every child's achievement is celebrated and shared, however small.
- Staff work tirelessly with a wide range of other professionals and agencies to provide a consistent approach to children's learning and care. This supports exceptional outcomes for children.
- Children play in a highly inclusive environment. Children and their families are respected for their background, culture and language. Staff extensively value input from the family into children's care and use information extremely well to reflect on and celebrate children's heritage.
- Children are extremely confident and independent. They develop close bonds with staff within very short periods of time due to the staff's sensitive nature. Children receive excellent levels of support to enhance their emotional well-being, especially during the transition to their next place for learning.
- Children's physical well-being is very carefully fostered through sensitive approaches from all staff. They act as excellent role models for children by showing them how to wash hands and giving clear explanations. Specialist staff promote healthy eating and physical exercise as part of following a healthy lifestyle.

What the setting needs to do to improve further

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

- evaluate the way in which the established informative observations of children's achievements are used to assess how different groups of children use the environment, indoors and outside.

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 provider.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Claire Parnell

Inspection findings

Effectiveness of the leadership and management is outstanding

Highly ambitious management provides very strong leadership and they act as very positive role models for all staff. They instil professionalism in staff, who support the whole community in a friendly and welcoming environment. They are extremely dedicated to ongoing improvements. Staff performance is constantly observed, evaluated and supported. Ongoing, effective training contributes towards immediate changes in practice. This helps promote a significant and positive impact for children. The arrangements for safeguarding are effective. All staff are trained through ongoing testing of their knowledge of how to protect children from harm. Very effective professional links with other agencies help to support families, especially those in need.

Quality of teaching, learning and assessment is outstanding

An extremely effective assessment process supports individual children's ongoing development. Staff are very well informed about children's next steps due to accurate information gained from parents and other professionals. Staff use this to challenge children by using their favourite characters in their play. For example, they sort and match coloured dinosaurs, talking about their favourites, the noises they make and their size. This significantly supports their understanding of early mathematics, communication skills and concentration. Children with special educational needs or disability and those who speak English as an additional language receive sensitive and very effective support. This sharply focuses on acquiring speech and confidence. Individual children delight in recognising figures of their favourite characters used by staff to encourage their use of expression and sounds. Children respond with awe and wonder, resulting in clearly formed words. Children's development is carefully monitored, but some information is not used to its full extent to reflect the environment in which children learn best.

Personal development, behaviour and welfare are outstanding

Staff foster and encourage children's positive behaviour. Children learn from excellent role models where staff cooperate and negotiate their roles. Children mirror this by learning to share and take turns through carefully planned activities that are later extended to develop further positive social skills. Children are highly stimulated through a wealth of activities in an inviting indoor and outdoor environment. They show increasing levels of curiosity and intrigue through the staff's enthusiasm. Staff support children as they learn very quickly how to keep themselves and others safe. For example, children are asked why they need to walk to the bathroom. They respond by telling staff that they do not want to fall over or bump into others.

Outcomes for children are outstanding

Children are making exceptional progress within short periods of time. Staff close any identified gaps through carefully planned provision. Children make significant progress in social skills and communication. They play with cornflour and oil, sharing experiences with new friends. They laugh, talk about how it feels, take turns and then wash their hands together. This is successfully supported by the key person recognising that some children need significant support in developing relationships with adults and their peers.

Setting details

Unique reference number	EY477302
Local authority	Thurrock
Inspection number	973295
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	2 - 3
Total number of places	30
Number of children on roll	16
Name of registered person	Belmont Childcare Ltd
Registered person unique reference number	RP533644
Date of previous inspection	Not applicable
Telephone number	07999700513

Belmont Childcare 2 Limited was registered in 2014. The setting employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above, including one with level 6. The setting opens from Monday to Wednesday during term time only. Sessions are from 9am until 2pm. The setting provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

