

Galley Common Childcare Limited



Galley Common School, Plough Hill Road, Galley Common, NUNEATON, CV10 9NZ

Inspection date	4 October 2016
Previous inspection date	3 December 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff successfully support children to form secure emotional attachments and to feel safe and happy. Children quickly settle in and gain confidence in the setting.
- Children have good opportunities to make choices and follow their own interests. They access a broad range of appealing resources and benefit from thoughtfully organised and stimulating learning environments, inside and outdoors.
- Staff observe children, accurately assess their skills and identify what they need to learn next. They incorporate children's next steps into play and activities. Staff regularly review children's development and check that they are making good progress.
- Children's communication and speaking skills are promoted well. Staff ask open-ended questions to prompt children's thinking and encourage them to express their ideas. They implement a specific language programme and focus on ways to help children develop their ability to listen and concentrate.
- The manager works closely with staff and directors, promoting a shared vision for the setting. Parents and children are encouraged to express their views. Managers continually seek ways to further develop practice and improve outcomes for children.

It is not yet outstanding because:

- Although, partnerships with parents are good overall, staff do not seek detailed enough information from them about children's capabilities and development when they first start attending.
- Some large-group activities are not organised effectively to enable all children, including the youngest, to get the most from the learning experiences.

What the setting needs to do to improve further

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

- gather more detailed initial information from parents about what children already know and can do, in order to plan swiftly and precisely for their learning
- review the organisation of large-group activities to ensure these are effective in supporting every child's learning.

Inspection activities

- The inspector had a tour of the setting with the manager.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning. She completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as policies and procedures, self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to a small number of parents and took account of their views.

Inspector

Victoria Mulholland

Inspection findings

Effectiveness of the leadership and management is good

The manager closely monitors the progress made by individual and specific groups of children. Her analysis of assessment information helps her to identify any areas of learning that need further focus. Support from external professionals is sought for children who have special educational needs or disability. Very good links are maintained with the adjacent school. The setting regularly uses school facilities, such as the hall and grounds. Strong partnerships with school staff help children make a smooth transition into school. Arrangements for safeguarding are effective. Staff are confident of procedures to follow should they have concerns about a child's welfare. Supervision, training and ongoing professional development for staff is well targeted. There is a strong focus on achieving consistency in practice and continuing to raise the quality of teaching.

Quality of teaching, learning and assessment is good

Staff are playful partners in children's learning. They make the most of opportunities to build on and extend learning during children's spontaneous, self-initiated play. For example, staff inspire children's imagination as they play with toy frogs. They suggest that blue fabric could be water and add a wooden log for the toy frogs to sit on. Children enjoy balancing the toy frogs on the log and making them jump into the 'water'. Staff expertly use this as an opportunity to incorporate mathematics. They ask how many toy frogs are in or not in the 'water', helping children to develop an understanding of number and quantity. Staff use programmes and strategies to help children develop muscle control and dexterity. They understand the value of these in helping to prepare children for starting to write. Staff help children to understand and review what they are learning.

Personal development, behaviour and welfare are good

Staff are very good role models. They place a strong focus on helping children to understand shared values, such as being kind, respecting one another, making good choices, sharing and taking turns. They help children to manage and talk about their emotions and teach them about keeping themselves safe. Staff successfully foster children's independence and self-care skills. They encourage children to manage as much as possible for themselves, relevant to their ages and capabilities. For example, children put on their own coats, wash their hands and spread margarine on crackers by themselves at the snack table. Staff provide healthy snacks and drinks. They help children develop awareness of healthy lifestyles. Children participate in physical activities, such as circle games, dancing and yoga. They have good opportunities to continue learning outdoors.

Outcomes for children are good

All children make good progress in relation to their starting points and some make very good progress. Where children's achievements are below typical levels, focused support helps them to catch up with their peers. Children demonstrate a positive and enthusiastic attitude towards learning. They are prepared well for moving on to school and for future learning. They begin to link sounds to letters and make marks using a variety of media and materials, including paint, flour and oats. They count and learn to match numerals to the number of items. They enjoy joining in with action songs and rhymes.

Setting details

Unique reference number	EY463139
Local authority	Warwickshire
Inspection number	1066924
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 - 10
Total number of places	47
Number of children on roll	94
Name of registered person	Galley Common Childcare Limited
Registered person unique reference number	RP532634
Date of previous inspection	3 December 2013
Telephone number	02476393758

Galley Common Childcare Limited was registered in 2013 and operates from premises within the grounds of Galley Common Infant School. The setting employs 10 members of childcare staff, nine of whom hold appropriate early years qualifications at levels 2, 3, 4 or 6, including one with early years professional status. The setting opens Monday to Friday from 8am until 6pm during term time. It provides funded early education for three- and four-year-old children. The setting also provides before- and after-school care from 8am until 9am and from 3pm until 6pm during term time. Holiday care during school holidays operates from 8am until 6pm. The setting supports children who have special educational needs or disability.

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