

Little Bugs Childcare

Creepy Crawlies, Wigginton Road, Wigginton, YORK, YO32 2RH



Inspection date	23 November 2016
Previous inspection date	27 June 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

- The highly stimulating learning environments boast an excellent array of high-quality resources. Each room has been thoughtfully designed to arouse children's natural curiosity and ignite their imagination. Children are extremely motivated and eagerly follow their interests and make decisions about their play.
- The manager works closely with staff to review practice and drive continued improvement. The views of children are considered particularly well and feedback is obtained from parents. This helps to ensure that planned developments meet the needs of children and families.
- Teaching is good. Staff engage children in challenging activities that enthuse and excite them. Children are provided with many opportunities to problem solve and are developing these skills quickly.
- Children are highly independent and competently complete age-appropriate tasks. One example of this is when older children set the tables for meals, serve themselves and tidy away afterwards.
- Partnerships with parents are strong. Staff use a variety of communication methods to exchange information with them. They find out what children are learning at home and use this to inform their teaching. This helps to foster a collaborative approach and promotes consistency in children's care and learning.

It is not yet outstanding because:

- On occasions, staff working with the youngest children do not fully consider their ages and abilities during group time. Consequently, sessions are too long and children become distracted and lose concentration.
- Systems to support staff's ongoing professional development are not yet rigorous enough to raise the quality of their teaching to an outstanding level.

What the setting needs to do to improve further

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

- review the organisation of group time and focus more precisely on supporting children to maintain concentration and focus on their intended learning
- build on staff's programmes of professional development and help them to develop their teaching skills to the highest levels.

Inspection activities

- The inspector observed the quality of teaching during activities in all playrooms and assessed the impact this has on children's learning.
- The inspector looked at evidence of the suitability of staff, children's assessment records and a sample of policies and procedures.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and discussed the setting's evaluation procedures and improvement plan.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

Inspector
Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The setting is led by an accomplished manager, who is committed to providing a high-quality service for children and their families. All staff hold appropriate qualifications and supervision sessions are productive in most areas. This helps to ensure that teaching is consistently strong. The manager collates information about children's progress and analyses the data to evaluate the effectiveness of teaching. She uses her findings to plan pertinent interventions and close any gaps in children's learning. Staff have developed good information sharing practices with other providers and local schools. They regularly exchange information about children's learning and use this to complement their teaching. The arrangements for safeguarding are effective. The manager follows stringent recruitment procedures and ensures that staff are thoroughly checked and vetted. Staff are alert to the signs of abuse and neglect and know how to report any concerns.

Quality of teaching, learning and assessment is good

Staff use careful observation and assessment to find out what children already know and can do. They use information obtained from parents to deepen their understanding of children's needs and plan precisely for their future learning. Children are keen learners who become engrossed in their play. They are supported by skilful staff, who extend their learning and help them to gain new knowledge and skills. Babies are inquisitive and discover new things as they explore interesting objects and materials. Older children are very imaginative. They enthusiastically gather natural materials and pretend to make a red ant's nest. Children work together to accurately complete jigsaws. They play in the sand and concentrate intently as they fill and empty containers. Staff ask a wide range of questions and support children to voice their thoughts and ideas. They use available opportunities to help children to count, calculate and problem solve to promote their mathematical skills.

Personal development, behaviour and welfare are good

The key-person system is facilitated well. Children have strong bonds with staff, who are attentive and caring. This helps children to feel secure and supports their emotional well-being. Children have unrestricted access to superb outdoor play areas, where they actively engage in stimulating activities. Staff help children to lead healthy lifestyles and teach them to follow good hygiene routines to support their good health. Children behave very well and receive sensitive direction from staff to help them resolve minor disputes for themselves. Children thoroughly enjoy looking at the resident farm animals during supervised visits to the adjacent play centre.

Outcomes for children are good

All children make good progress. They are self-assured and highly independent. Children know the days of the week and talk about seasonal change. They are eager to gain new knowledge and ask enquiring questions. Children build stories around toys and use available resources to support their role play. They are friendly and sociable and show consideration for others. These skills help to prepare children well for future learning and eventual move on to school.

Setting details

Unique reference number	EY444577
Local authority	York
Inspection number	1065881
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 - 4
Total number of places	51
Number of children on roll	63
Name of registered person	Masce Limited
Registered person unique reference number	RP910222
Date of previous inspection	27 June 2013
Telephone number	01904692221

Little Bugs Childcare was registered in 2012. The setting employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Saturday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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