

Tom Thumb Daycare - West Winch



William Burt Club, Watering Lane, West Winch, KING'S LYNN, Norfolk, PE33 0JY

Inspection date

21 November 2016

Previous inspection date

12 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 leadership team supports staff to help them to be confident in their roles and responsibilities. It provides ongoing training, advice and support from experienced and knowledgeable leaders, to help staff to provide good quality experiences for children.
- Staff know the children and their capabilities well and make accurate assessments of children's development. This helps staff to plan challenging and interesting experiences which help children to achieve their next steps in learning.
- Children build secure bonds with staff. They play alongside each other as they share stories and interact in a warm and friendly manner. Children proudly show staff their achievements and are confident to ask for support when needed.
- Children behave well. Staff consistently communicate their expectations for children's behaviour and children respond well. They are happy to share resources and wait patiently for their turn. Staff praise children often to support their self-esteem.
- Children are imaginative and engage well in activities. They are confident to share their ideas and respond well to staff's questions. They develop good social skills. They constructively play and interact with their friends, both with and without adult support.

It is not yet outstanding because:

- Staff do not always support parents with more detailed information about their child's ongoing progress, to enhance the learning at home in order to help children to make even more-rapid progress.

What the setting needs to do to improve further

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

- share more detailed information with parents about children's ongoing learning and development in the setting, supporting them in extending this learning at home.

Inspection activities

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

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The experienced owner has a clear vision for the setting and is very passionate about what she provides. She is committed to the ongoing development of the setting and to offering high-quality care for children. Continued improvements are secured through consulting with the manager and staff. They are confident to express their ideas and suggestions so that provision is closely tailored to those children who attend. The arrangements for safeguarding are effective. Secure procedures are in place to identify, record and follow up any concerns about children's welfare. Staff are knowledgeable about child protection issues and how to report their concerns. The owner places high importance on safeguarding children. Staff receive ongoing training and support to ensure their knowledge is robust.

Quality of teaching, learning and assessment is good

Staff demonstrate a secure understanding of how children learn and develop. They provide opportunities for children which are interesting and engage them for prolonged periods. Staff follow children's interests in play and join in activities with them. During a play dough activity, children use their imagination to make a variety of everyday objects. Staff enhance children's learning and encourage them to count, and explore size and colour. Staff gather information from parents when children first start at the setting. This helps staff to quickly assess children's starting points and make immediate plans to promote their learning. Children demonstrate their enjoyment of stories as they intently listen as staff read to them. They show their understanding as they join in with the story. Staff ask children questions to encourage them to think critically, problem solve and to enhance their learning. Children react enthusiastically and are keen to give their answers.

Personal development, behaviour and welfare are good

Staff are kind and responsive to children. They encourage children to use good manners and to be polite to their friends. Children have daily opportunities for physical play. They balance and move their bodies in different ways during exercise sessions. Staff teach children about good personal hygiene, such as to cover their mouth when they cough. Staff give clear explanations why this is important to embed children's understanding. Children eat healthily at snack time. They prepare and choose from a selection of well-balanced and nutritious food. Children are independent at snack time and are familiar with the routine. They manage the transition from play to snack time efficiently. Staff encourage children to tidy away toys and gain a sense of responsibility. Children are keen and work together with their friends to complete the task set. They continue to learn as staff encourage them to count and match colours as they put toys away.

Outcomes for children are good

Children are enthusiastic and motivated learners. They show good levels of concentration, and engage well in self-chosen activities and those which staff plan for them. Staff use additional funding to target areas where children sometimes have difficulty, such as in their speech and language development. This helps children to continue to progress well so that they are prepared for the next stage in their learning, such as school.

Setting details

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| Unique reference number | EY390380 |
| Local authority | Norfolk |
| Inspection number | 1065347 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 30 |
| Name of registered person | Kevin Tricks & Jayne Freear Partnership |
| Registered person unique reference number | RP906067 |
| Date of previous inspection | 12 June 2013 |
| Telephone number | 07547416792 |

Tom Thumb Daycare - West Winch was registered in 2009. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday during term time only. Sessions are from 9am to midday. The setting provides funded early education for two-, three- and four-year-old children.

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