

# Discovery Vine Childcare

Lordsgate Township C of E Primary School, Lordsgate Drive, Burscough, ORMSKIRK, Lancashire, L40 7RS



## Inspection date

Previous inspection date

25 November 2016

2 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 management team is highly qualified and they are knowledgeable early years practitioners, who have a deep understanding of child development and how children learn. They work with the rest of their well-qualified team of staff to help all children progress well.
- Teaching is very good. Staff use a range of effective teaching strategies to meet children's individual learning styles. They gather information about children's interests and attainment when they start in the setting and plan activities, experiences and the environment to help children learn what they need to next.
- Staff are evaluative, reflective and committed to further developing their knowledge and skills. They have clear targets for improvement and development plans which take into account the views of parents and children.
- Staff work closely with parents when children start in the setting to help them settle, feel comfortable and safe. Staff get to know children well, follow their interests, care and well-being routines. This helps children form strong emotional bonds with them.
- Staff are very good role models who have high expectations of all children in their care. Children are well supported to develop consideration and empathy for others, build strong friendships, share, take turns and play cooperatively. Their behaviour is excellent.

### It is not yet outstanding because:

- Occasionally, during adult-led activities staff do not encourage children to investigate and explore the materials and objects they are using.
- Although staff effectively monitor the progress of individual children, they are not yet making the best use of assessment information to closely track groups of children.

## What the setting needs to do to improve further

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

- provide children with more opportunities to explore and investigate materials and objects, particularly during adult-led activities
- strengthen the use of assessments to track the progress of groups of children and help them make the best progress possible.

### Inspection activities

- The inspector viewed all areas of the school used by the setting.
- The inspector undertook a joint observation with the manager.
- The inspector observed children inside and outdoors and assessed the quality of teaching and learning.
- The inspector spoke to the setting owners, the manager, staff, parents and children during the inspection.
- The inspector discussed self-evaluation and viewed a range of documentation, including children's records, policies and procedures, risk assessments, qualifications and training and suitability checks.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff help children to keep themselves safe as they move around the setting and use tools, toys and equipment. Policies and procedures reflect practice, are regularly reviewed and updated. All staff understand their role to protect children from harm and the action to take if they have any concerns about a child's welfare or development. There are good systems in place to track children's individual progress and highlight any gaps in their learning which are planned for. Staff are quick to recognise children's individual and specific needs. They work with parents and seek additional help to ensure interventions are timely and effective. They are pro-active in building partnerships with other professionals and value their expertise. They work with other settings, schools, health professionals and the local authority to ensure children are well supported. Recruitment, induction, supervision and appraisal systems are robust and staff feel well supported.

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

Effective systems for observation, assessment and planning are in place. Staff play alongside children providing a very good balance of support and challenge. They encourage children to think for themselves and test out their ideas. Outside children find icicles and consider why they are melting. They use a range of brushes and find objects to make marks in the frost. Inside, children engage in role play, revisiting home experiences as they cook food and care for their babies. Children are very well supported to develop their communication and language skills. Staff engage children in conversations, helping them to ask and answer questions as they begin to make sense of the world around them. Mathematical understanding is promoted well. Children excitedly count cardboard tubes as they stack them into a tall rocket and count down from ten to pretend to blast off. Staff celebrate children's achievements with parents and ensure that they know what they can do to support children's home learning.

### Personal development, behaviour and welfare are good

Staff provide an inviting and vibrant environment for learning. Children have many opportunities to gain skills and knowledge across all seven areas of learning. They make choices about where to play as they move freely between the well-resourced, indoor and outdoor environments. Children develop independence skills and become less reliant on adults. They learn to follow rules and routines and do things for themselves. Children select their own snack and pour drinks as they sit together, enjoying some social time. They learn about the importance of healthy eating, exercise and following hygiene routines. Staff help children to understand their local community, celebrate and embrace similarities and differences.

### Outcomes for children are good

Children, including those in receipt of funding make good progress from their starting points. They enthusiastically choose books and enjoy reading with staff. Children express themselves verbally as they sing songs and confidently share their ideas at group times. They move on to school ready to embrace the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY462556
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1066895
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Discovery Vine Limited
<b>Registered person unique reference number</b>	RP520266
<b>Date of previous inspection</b>	2 October 2013
<b>Telephone number</b>	01704897270

Discovery Vine Childcare was registered in 2013. It is privately owned and situated in Lordsgate Township C of E Primary School in Burscough, Lancashire. The setting employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. One member of staff is a qualified teacher. The manager holds early years professional status and her deputy holds early years teacher status. The setting opens on Monday to Friday from 7.45am to 5.45pm, term time only and provides funded early education for 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

