

# Childcare at St James Centre

Malcolm Street, Normanton, Derby, Derbyshire, DE23 8LU



<b>Inspection date</b>	7 December 2016
Previous inspection date	30 January 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 manager and staff establish effective partnerships with parents. Staff share good information about children's well-being and learning. They regularly invite parents into the provision to share their children's learning and experiences.
- Staff know children well and recognise the uniqueness of each child. There are good key-person systems. Babies develop a strong sense of security and build close attachments to staff. Children demonstrate that they are happy and settled.
- The manager and staff observe and support children's play and learning well. They routinely monitor children's progress and take prompt action to close emerging gaps in learning and identify individual children who may need extra support.
- Staff use their experience and qualifications well to develop effective ways to support children who are learning English as an additional language. They adapt activities and use picture cards and children's home language to help children to communicate.
- The management team reflects on the quality of the provision well. Managers gather the views of parents to help them make ongoing improvements for the benefit of the children. They have addressed the recommendations from the previous inspection.

### It is not yet outstanding because:

- Staff provide a range of activities and experiences that helps children to make good progress over time. However, they do not challenge children as far as possible, to make sure they always progress rapidly in their learning.
- At times, the amount of direction that staff provide during art and craft activities reduces the opportunities for children to explore their own ideas.

## What the setting needs to do to improve further

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

- provide activities and experiences that challenge older children as far as possible and increase the potential for them to achieve rapid progress in their learning
- offer more support and encouragement for children to explore and represent their own individual creative ideas.

### Inspection activities

- The inspector spoke to members of staff and children at appropriate times during the inspection. She held discussions with the manager and owners of the provision.
- The inspector observed children at play, both inside and outside.
- The inspector looked at children's assessment records, learning journey records and planning.
- The inspector checked evidence of the suitability and qualifications of staff working with the children. She sampled some of the policies and procedures and the provision's action plan.
- The inspector carried out a joint observation with the early years professional.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

Management is strong and effective. The manager supports staff well. She uses supervision and appraisal meetings to help improve the quality of teaching and identify staff training needs. Safeguarding is effective. The management team implements robust procedures for recruitment to ensure staff are suitable. All staff know what to do if they have concerns about a child's welfare. Staff implement comprehensive risk assessments to keep children safe. Management uses additional funding well to promote good outcomes for all children. Staff work well with other early years professionals. They share good information to meet children's individual learning needs and help them make progress.

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

Staff are well qualified and understand that children learn through play. They carefully plan activities they know children will enjoy. Staff are enthusiastic in their interaction with children. They demonstrate that they enjoy spending time playing with, and teaching, the children. Staff provide many opportunities to help children develop their small-muscle skills. For example, older children use play dough and tools to make birthday cakes, ice creams and snakes. Staff use mathematical language in their conversations and children correctly use this language in their activities. Younger children use their creativity as they dance to popular songs. Staff foster communication and language skills well. Babies thoroughly enjoy learning about the world around them. Staff encourage this well and provide opportunities for them to develop their sensory skills.

### Personal development, behaviour and welfare are good

Staff provide a welcoming, friendly and well-resourced environment that promotes children's care and learning well. Staff are positive role models of good behaviour. They place a high priority on helping children gain valuable social skills. They speak calmly and politely to the children and each other. Good manners are encouraged. Children behave well and learn how to look after the resources. Children play and learn well together. They are happy and settled. Staff help children learn to get along and develop strong relationships. Children develop an awareness of a healthy lifestyle. They are encouraged to be physically active and follow good hygiene routines. Recent improvements have included more use of the outside area. Children now thoroughly enjoy kicking and throwing balls and running around in the fresh air. They enjoy freshly prepared healthy snacks. The systems in place to help children move from rooms within the provision and to school are effective.

### Outcomes for children are good

All children, including those learning English as an additional language and funded children, make good progress in their learning. Children are acquiring key skills for future learning and older children are demonstrating a readiness for school. Children listen and concentrate. They have an eagerness to learn and are willing to try new things. Children are confident and independent and demonstrate increasing abilities to communicate their feelings. Older children are learning to recognise the letters of their name and enjoy learning how to write.

## Setting details

<b>Unique reference number</b>	EY396374
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	1065406
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Derwent Stepping Stones Nursery and Community Training Centre
<b>Registered person unique reference number</b>	RP906919
<b>Date of previous inspection</b>	30 January 2013
<b>Telephone number</b>	07590418779

Childcare at St James Centre was registered in 2009. The provision opens Monday to Friday, during term time only. Sessions are from 9am to 12.30pm and from 1pm to 4.30pm. The provision receives funding to provide free early years education for two-, three- and four-year-old children. In addition, they support children who speak English as an additional language. The provision employs 13 members of staff. There are nine staff who hold an early years qualification at level 2 or 3. There is a member of staff with early years professional status and three staff who are unqualified.

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