

# Spotted Dog Childrens Centre



Clawthorpe Hall Business Centre, Clawthorpe, Carnforth, Lancashire, LA6 1NU

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 4 January 2017 |
| Previous inspection date | 24 March 2014  |

| <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 is highly qualified and leads a well-qualified staff team. Experienced and knowledgeable staff support those who are less experienced very well. Teaching is good and staff work together to ensure that children progress well.
- Staff work with parents to help children settle when they start in the setting or move rooms. They gather information about children's interests, dietary needs and routines. This helps them provide consistency of care and an appropriate environment for learning.
- The manager focuses on promoting children's health, well-being and welfare. Robust systems are in place for safe recruitment, induction and ongoing supervision of staff. All staff are suitability checked and complete paediatric first aid and safeguarding training.
- Children behave very well and use good manners. They build strong emotional bonds with staff who have high expectations for all children and are very good role models.
- Staff work in strong and effective partnerships with parents to promote children's learning and development. Parents feel well informed about children's attainment and progress and know what they can do to support learning at home.

### It is not yet outstanding because:

- Although children's individual attainment is monitored well, information about the attainment of groups of children is not being used most effectively to help them make the most rapid progress possible.
- The professional development of staff is not focused enough on improving outcomes for children.

## What the setting needs to do to improve further

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

- strengthen monitoring further and use information about the attainment of groups of children to help them make even more progress
- enhance professional development opportunities for staff which focus more closely on improving outcomes for children.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector undertook a joint observation with the manager.
- The inspector observed children and assessed the quality of teaching and learning.
- The inspector spoke to the manager, staff, parents and children during the inspection.
- The inspector viewed a range of documentation, including policies and procedures, risk assessments, children's records, observation, assessment, planning and monitoring, training records, qualifications and suitability checks.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The staff team has very good knowledge of child protection procedures. They know what action to take if they have concerns about a child's welfare or development. The manager ensures that all staff follow health and safety policies and procedures which are robust and evident in practice. The setting is kept secure and risk assessments are used to reduce hazards inside, outdoors and for outings. The manager is aware of the setting's strengths, accurately identifies areas for development and focuses on continually improving. She seeks feedback from staff, parents, children and other professionals. This helps her provide a flexible service which meets families' needs. Parents appreciate this and the support they get from staff.

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

Staff use a variety of teaching strategies to meet children's individual learning styles. Regular observations are used to make accurate assessments of children's progress, interests and developmental needs, overall. Planned activities and experiences promote the development of skills and knowledge, helping children to learn what they need to next. Staff encourage children to access and use resources and equipment to extend their play. Older children use masking tape to mark out roads for their vehicles to travel along. Younger children make selections from a range of sensory materials, puzzles and construction toys. They talk into phones as they engage in role play and have imaginary conversations. Outside, children develop physical skills, negotiating the spaces on a variety of wheeled vehicles. Staff play alongside children, helping extend their knowledge and understanding with skilful questioning and problem-solving tasks. They use praise and encouragement, motivate children and help them to explore, investigate and understand the world around them.

### Personal development, behaviour and welfare are good

Staff warmly welcome children and families into the setting. Wall displays celebrate children's achievements and inform parents about services, children's learning and their time in the setting. Staff provide a range of high-quality resources, toys, tools and equipment. Children enjoy independently accessing these as they make choices and lead their own learning. Children are keen to try new experiences and test out their ideas as they play. Staff celebrate children's individuality and help them to persevere when faced with challenges. Children learn how to keep themselves healthy and safe. The lunches and snacks are nutritious and balanced. Community links are used to good effect and children learn to understand and appreciate the needs of others.

### Outcomes for children are good

All children including those who have special educational needs or disabilities, make good progress. Funding is used wisely to meet children's learning needs. Young children develop strong friendships, working cooperatively and negotiating as they play. Children of all ages develop a desire to do things for themselves. They learn to understand and manage their feelings and cope well in different social situations. Children are well supported to develop the confidence and skills they need in readiness for school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY298397  |
| <b>Local authority</b>                           | Cumbria   |
| <b>Inspection number</b>                         | 1060919   |
| <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>                     | 0 - 11  |
| <b>Total number of places</b>                    | 50  |
| <b>Number of children on roll</b>                | 103   |
| <b>Name of registered person</b>                 | Deborah Duckett and Claire Robinson Partnership                                   |
| <b>Registered person unique reference number</b> | RP907375  |
| <b>Date of previous inspection</b>               | 24 March 2014   |
| <b>Telephone number</b>                          | 01524 784321  |

Spotted Dog Childrens Centre was registered in 1991, is privately owned and situated in Clawthorpe Hall Business Centre, Burton-in-Kendal, Cumbria. The setting employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5, six at level 3 and one at level 2. The manager holds early years professional status and is a qualified teacher. The setting opens Monday to Friday from 7.30am until 6pm. The setting provides funded early education for three- and four-year-old children and supports those who have special educational needs or disabilities.

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