

# Southlands Creche

St. Margarets C of E Junior School, Knutton Road, NEWCASTLE, Staffordshire, ST5 0HU



<b>Inspection date</b>	25 January 2017
Previous inspection date	2 July 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

- Parents are well supported by staff. A tailored settling-in period is in place to meet the individual needs of children and support their well-being to settle quickly.
- Staff support children's vocabulary well. This allows children time to think for themselves and respond, and allow them to express their thoughts.
- Children's behaviour is good. Children are happy and confident within the setting. Staff set consistent rules and boundaries and are good role models to the children. This ensures that children learn about acceptable behaviour.
- Effective self-evaluation procedures and the reviewing of practice is in place. Staff work well together to improve practice overall. The setting is a relaxed and homely environment where each child is respected and valued.
- Staff are well qualified and experienced. This has a positive impact on the care and learning experiences offered to the children.

### It is not yet outstanding because:

- The monitoring of staff practice by management is not precise enough to provide effective support in developing staff's skills and knowledge to the next level.
- Staff do not consistently make best use of detailed initial information from parents in order to inform more precise planning for their individual learning needs.

## What the setting needs to do to improve further

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

- focus more precisely on the monitoring of staff's practice to further support the development of their skills and knowledge in the drive to reach outstanding quality
- use the detailed information gained from parents about what their children know and can do before they start, to plan more precisely for their individual learning needs.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the owner.
- The inspector held a meeting with the manager and owner. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector took into account parents views and comments.

### Inspector

Lesley Bott

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know and understand their role and responsibilities regarding child protection. They are aware of who to contact should they have a concern about a child in their care through attending mandatory training. Recruitment is robust and all vetting procedures are followed to ensure that staff's suitability to work with children is checked. Staff place a strong focus on keeping children safe. Staff are well deployed and children are supervised closely to maintain their safety and well-being. Risk assessments are carried out on a regular basis to ensure that hazards are minimised or reduced.

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

Staff carry out regular observations and assessments of children's ongoing development. They use a wide range of activities that are effectively challenging. This helps to engage and sustain children's attention in learning. Children eagerly engage in messy play. They delight in exploring different materials, both indoors and outdoors. For example, younger children enjoy painting, using brushes and their hands to create pictures. Older children begin to develop their early literacy skills. They make marks with a variety of tools and listen to familiar stories. Babies explore a range of sensory resources. They learn about cause and effect as they begin to operate simple equipment, such as pushing buttons and using musical instruments. Children enjoy outings in the local community and beyond. This helps children to learn more about the world around them.

### Personal development, behaviour and welfare are good

Children develop warm bonds with their key person. Staffing is consistent within rooms and children receive the same high standard of care and teaching even when their key person is absent. All parents receive valuable written information about their child's day and have opportunities for regular meetings with their child's key person. This enables parents to discuss any concerns they may have. Staff ensure children consolidate and develop their physical skills, while learning to manage risk and stay safe. For example, babies and toddlers negotiate equipment outdoors and competently manage steps. Older children have opportunities to engage in swimming lessons weekly to help further increase their physical skills. Staff follow appropriate hygiene routines and procedures to minimise the risk of cross-infection. Children enjoy nutritionally balanced meals that are freshly prepared on site.

### Outcomes for children are good

Children are gaining good skills in preparation for the next stage in their learning and starting school. For example, babies are inquisitive and enjoy exploring in the safe environment. Staff help children to achieve as much as possible for themselves, providing just the right amount of support to help them succeed. For example, two-year-old children put on their coats and feed themselves at mealtimes. Children enjoy exploring the learning environment and making independent choices from the varied resources available.

## Setting details

<b>Unique reference number</b>	218489
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1063706
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	26
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Southlands Nurseries Ltd
<b>Registered person unique reference number</b>	RP910377
<b>Date of previous inspection</b>	2 July 2013
<b>Telephone number</b>	01782 714465

Southlands Creche was registered in 1991. The setting employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or 4, including one with early years professional status. The setting opens from Monday to Friday 49 weeks of the year. Sessions are from 7.35am until 5.45pm. The setting provides funded early education for two- and three-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

