

Little Badgers Child Care

Shaftoe Trust Controlled First School, Haydon Bridge, HEXHAM, Northumberland,
NE47 6BN



Inspection date	17 February 2017
Previous inspection date	19 January 2015

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

- Leaders have good systems in place to review children's progress. They monitor progress made by individual and groups of children. This helps them to analyse and quickly address any gaps in children's learning.
- Staff complete regular observations and assessments of children's learning. Activities are planned based on the current interests of children.
- Staff provide a warm and welcoming environment for children and families. Children demonstrate close relationships with adults and behave well. They listen and respond to others and follow the routine of the setting. Children also use good manners.
- Children make good progress. Mathematical development opportunities are skilfully woven throughout all aspects of practice. Children learn counting skills and talk about shapes and colours. Older children begin to use simple calculations during rhyme time. For example, they count how many ducks are left when others are taken away.

It is not yet outstanding because:

- Leaders do not use supervision sessions to precisely identify professional development opportunities and raise the quality of teaching to the highest level.
- Staff do not consistently provide children with opportunities to develop high levels of curiosity and become deeply motivated to learn.

What the setting needs to do to improve further

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

- refine existing performance management systems that identify more precise professional development opportunities and raise the quality of teaching to the highest level
- provide even more opportunities for children to develop their curiosity and encourage them to become more deeply involved during play.

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 viewed all areas accessed by children.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, including self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Emma Allison

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders have a strong and highly detailed safeguarding policy in place which is well embedded throughout all aspects of the provision. Staff and leaders demonstrate a good understanding of the local safeguarding procedures and the steps to follow should they be concerned about a child. Leaders and staff work closely with other professionals, including health visitors and other early years providers where children attend. This helps to provide a continued approach to children's care and learning needs. Self-evaluation is good. Leaders review practice and consult with others to identify any gaps in the provision.

Quality of teaching, learning and assessment is good

Qualified staff demonstrate a good understanding of how children learn. They provide a well resourced and effective environment and follow children's lead through play. Partnership working with parents is good. Information is shared between staff and parents. For example, parents have separate passwords to log on to a secure online journal for their child where they are able to upload observations and information. Parents are invited into the setting to discuss their children's progress and discuss their learning needs. This helps to provide a continued approach to learning. Babies and young children are encouraged, generally, to explore a range of materials using their whole bodies. For example, babies feel the texture of jelly on the soles of their feet and listen to the sound of rice as it falls into the tray. Older children work alongside each other during water play. They fill and empty containers and create games with rubber ducks. This helps to encourage children's creative skills.

Personal development, behaviour and welfare are good

Children's good health is continually promoted. Medication procedures are followed very well. Staff take the appropriate action when children are unwell. Good hygiene practices are routinely followed. This helps to prevent the cross spread of infection. Children are provided with a range of nutritious snacks and drinks and encouraged to make healthy choices during mealtimes. Staff take children on regular walks, including trips to the library and local park. Children have access to a large outdoor garden where they walk over balancing blocks and chase one another during self-chosen games. This helps to develop their physical skills. Children's self-esteem is effectively promoted through regular praise and encouragement.

Outcomes for children are good

Children make good progress in all areas of learning. Children are confident and independent learners. They talk to visitors about what they like to do and invite others into their play. Children listen to stories and join in with familiar songs. They use puppets and props to repeat stories to others. Children act out real-life experiences during role play activities. For example, they make cups of tea and dinner for others. Children are encouraged to put on their own coats and Wellington boots ready for outdoor play. They are well prepared for their next stage in learning and their eventual move on to school.

Setting details

Unique reference number	EY345618
Local authority	Northumberland
Inspection number	1077516
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	46
Number of children on roll	32
Name of registered person	Gayle Baty
Registered person unique reference number	RP514319
Date of previous inspection	19 January 2015
Telephone number	01434 684446

Little Badgers Child Care was registered in 2007. The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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