

# Bellaclaire Childcare Ltd

101 High Street, Longstanton, CAMBRIDGE, CB24 3BT



## Inspection date

1 June 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Arrangements for assessing children's development are not accurate and do not support children's next steps in learning.
- Recently introduced monitoring systems that are designed to identify where children need additional support are not yet sufficiently embedded.
- Self-evaluation and improvement plans are not yet fully effective in ensuring a good level of provision in all areas of the nursery.

### It has the following strengths

- Children are cared for in a well resourced and inviting play space. They have regular free access to the nursery's garden and visits around the local village are used to extend the learning environment.
- Behaviour across the nursery is good. Staff consistently support children to consider the needs and feelings of their friends. Children are polite and friendly and are learning to take turns and share.
- Staff and children have positive and warm relationships towards each other. Children form secure attachments and their emotional needs are well met by responsive staff.
- Parents are positive about the setting. They particularly value the flexibility offered and the communication they receive from the staff.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

- |   | <b>Due Date</b> |
|---|-----------------|
| ■ ensure assessment of children's learning is accurate and precise and used to identify suitably challenging areas of future development in order to help children make the best possible progress. | 28/06/2017      |

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

- embed new monitoring systems to ensure consistency of support for children's learning
- improve self-evaluation so that areas of weakness are quickly identified and that actions taken are well planned and effective, so that improvements are rapidly made.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact it has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the nursery manager and one of the owners.
- The inspector held a meeting with both of the owners and the nursery manager and discussed the setting's self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

**Inspector**  
Julia Sudbury

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Although the manager and owners demonstrate a drive to develop the nursery, self-evaluation processes are not yet targeted enough to ensure identified areas of weakness are rapidly addressed and improved. While new systems to monitor children's learning have been introduced, they are not yet effective. The arrangements for safeguarding are effective. Staff are knowledgeable about signs and symptoms of possible abuse and are confident about how to record and report concerns regarding a child's welfare. Effective policies and procedures, including the recruitment of staff, are in place and used well to help keep children safe. Training is valued and has been used to develop staff teaching skills.

### **Quality of teaching, learning and assessment requires improvement**

Assessment of children's development is not always accurate. Furthermore, these inaccuracies make it hard for staff to be sure of the actual progress children are making. As a result, areas identified to support children's ongoing learning do not challenge children to make the best possible progress. However, children generally take part in a range of activities that motivates and engages them. Staff, on the whole, interact well with children, supporting their ideas and encouraging them to think. The setting has a clear focus on supporting children's communication skills and children are regularly helped to recognise letter sounds. Books are frequently read and singing is woven through activities. Opportunities for children to draw and make marks are freely available. Daily feedback and termly meetings keep parents informed about their children.

### **Personal development, behaviour and welfare are good**

Children are happy and secure at the nursery. They have good relationships with staff and regularly share jokes. Responsive staff ensure the emotional needs of children new to the nursery are well met. Staff regularly praise children for their efforts, helping to build self-esteem. Children have regular opportunities to be active and engage in physical play. They grow vegetables and talk about healthy food. Links with local schools are used well to support children emotionally as they make the move to school. Children are developing age-appropriate independence as they move freely around the nursery, self-selecting resources or attending to their own age-appropriate care needs.

### **Outcomes for children require improvement**

It is not yet possible to be sure all children are making at least good progress. However, children are developing relationships with their peers and learn to negotiate and take turns as they pour water down funnels. They show delight as the yellow and blue water mixes, turning to green. As they build towers they develop an understanding of balance and practise their counting skills.

## Setting details

<b>Unique reference number</b>	EY486152
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1006740
<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>	1 - 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Bellaclaire Childcare Limited
<b>Registered person unique reference number</b>	RP534337
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01954789745

Bellaclaire Childcare Limited registered in 2015. The nursery employs nine members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one at level 4 and one at level 5. The nursery opens from Monday to Friday, 7.30am until 6pm all year round, apart from one week in August. The nursery provides funded early education for two-, 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.

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