

<b>Inspection date</b>	9 August 2017
Previous inspection date	13 September 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

- Staff are motivated and show enthusiasm for helping children to learn and develop and make good progress. They make good use of the wide range of cultural backgrounds of staff and children to extend children's understanding of the world.
- The manager and staff demonstrate an ability to reflect on the setting and identify areas for further improvement. The views of parents are regularly sought and feedback provided is taken into account when developing the provision.
- Staff have extremely respectful relationships with the children they care for. They check with them before offering help with tasks or before carrying out care routines and respect the wishes that even the youngest child conveys.
- Children enjoy their time at the setting and staff make good use of off-site visits to extend the learning opportunities provided for children.
- Parents are very positive about the setting. They feel actively involved in their children's development and particularly value the exposure to different languages and cultures.

### It is not yet outstanding because:

- Systems for monitoring the progress that different groups of children make have not been fully implemented, in order to help identify any emerging gaps in children's learning even more precisely.
- Staff occasionally miss opportunities to help older children understand how they can find out and discover further information on areas in which they show interest.

## What the setting needs to do to improve further

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

- build on the current tracking of children's progress to provide an even sharper focus on how well different groups of children are achieving, to help identify any emerging gaps in their learning
- enhance staff's understanding of how to support older children to be able to find out and discover further information about areas of interest.

### 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 to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager and one of the owners. The inspector also looked at relevant documentation, such as the setting's self-evaluation and safeguarding policy and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Julia Sudbury

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a secure knowledge of how to keep children safe and the process to follow should they need to report any child protection concerns. The provision is regularly risk assessed to help keep children safe, and staff are vigilant when children are outside in the shared garden. Recruitment procedures are robust. This ensures that all appropriate checks are carried out on staff to make certain that they are suitable to work with children. Ongoing training and staff development are valued. Regular supervisions and team meetings are used well to enhance staff interactions with children.

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

Staff engage in meaningful conversations with children, extending their vocabulary and supporting correct pronunciation. Singing is woven through all parts of the day and books are regularly read. Children have regular access to a well-resourced outside area of a good size. On rainy days they have fun as they jump in puddles or make mud pies. Early mathematics is regularly woven through children's play. Older children work together to complete puzzles while babies are supported as they explore shape sorters. Staff and children take delight as they engage in make-believe play, sharing their imagination and listening well to each other's ideas. Children who speak English as an additional language and those who have special educational needs and/or disabilities are supported well in their development.

### Personal development, behaviour and welfare are good

Behaviour across the setting is excellent. Children are polite and friendly and are learning to take turns and share. Children are developing high levels of independence and even very young children understand the routine for clearing away their own plates at lunchtime. Older children are given the time and space they need to manage putting on their own boots and rain suits. Children are provided with a varied and healthy menu and relish the opportunity to help make fruit salad for everyone's pudding. Children starting at the setting or moving on to other childcare providers or school are emotionally well supported for the change. Care routines and rest times are adapted to meet the needs of all ages of children, not just the youngest.

### Outcomes for children are good

Children of all ages are motivated learners and spend sustained periods of time engaged in their play. Older children show pride as they confidently talk to groups of their peers about items they have brought in from home. Babies move their bodies and start to join in with the actions as they take part in singing activities. Toddlers show curiosity as they play with water, pouring it through waterwheels or between pots. Children achieve the key skills they need for the next stage of their development, including school.

## Setting details

<b>Unique reference number</b>	EY437969
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1065787
<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 - 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Smiths Children Partnership
<b>Registered person unique reference number</b>	RP910952
<b>Date of previous inspection</b>	13 September 2013
<b>Telephone number</b>	01223 301 047

Smiths Children registered in 2011 and follows the Montessori philosophy. The setting employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications, including one with qualified teacher status. The setting opens from Monday to Friday all year round, with the exception of bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The setting provides funded early education for three- and four-year-old children.

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