

# Howletch & Shotton Primary Childcare



Howletch Lane Primary School, Pennine Drive, PETERLEE, County Durham, SR8 2NQ

<b>Inspection date</b>	30 October 2017
Previous inspection date	27 May 2015

<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 demonstrates a strong commitment to continuously improving the quality of the setting. Recent changes to the baby room have created a more welcoming environment and improved learning experiences for the youngest children.
- Staff work with parents, the local authority and other professionals to establish plans to help meet children's individual needs. This means that children who have special educational needs and/or disabilities receive the extra support needed to aid their learning.
- The manager and staff reflect children's interests and needs in their planning of activities, overall. Children can easily choose and explore a wide selection of resources. This helps to motivate children to learn and they are eager to try new things.
- Robust procedures for recruitment and checking the ongoing suitability of staff are implemented well. Staff work closely with the other settings operated by the same provider to share good practice ideas and further enhance their provision.
- The manager and staff have a good understanding of their safeguarding responsibilities. Children play in a safe and secure environment.

### It is not yet outstanding because:

- Staff do not always give enough consideration to ways they can effectively support older children's mathematical language during activities.
- Occasionally, staff do not consider all the learning opportunities for children of different ages when working together on planned activities.

## What the setting needs to do to improve further

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

- provide further opportunities for older children to develop their use of mathematical language during activities
- make greater use of opportunities to challenge and extend the older and most-able children's learning in group activities.

### Inspection activities

- The inspector observed activities and staff interactions with children in all rooms, and the outdoor learning environment.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and suitability of the staff working in the nursery.
- The inspector spoke with a number of parents during the inspection and took account of their views.

### Inspector

Rachel White

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good awareness of the signs and symptoms of abuse. They keep their knowledge up to date by discussing safeguarding at in-house training. The management team works closely together to monitor the progress children make. They use their findings to plan effective educational programmes that match children's individual learning needs and promote their continued good progress, overall. Staff have regular meetings with the manager and attend additional training. This provides opportunities for staff to build on their current knowledge and further develop their areas of expertise or interests. The manager involves staff, parents, children and the early years advisor in their evaluation process and welcomes ideas and suggestions.

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

Staff gather information from parents about children's starting points and keep detailed records of their first few weeks. This helps to show the initial progress that children make. The overall quality of teaching is good. Staff interact positively with children and encourage them to explore ideas, enjoy their learning and have fun. For example, children excitedly mix up water, food colouring and bicarbonate of soda as they pretend to make witches' potions. Staff help support children's awareness of words and their meaning as they encourage them to look at books and enjoy stories, developing good early reading skills. Very young children eagerly explore textures and use tools and equipment to mould their play dough. This helps to develop their hand-to-eye coordination.

### Personal development, behaviour and welfare are good

Key persons are attentive and children form close, trusting relationships with them. Babies receive lots of cuddles, helping them to feel happy and settled. Children's health and physical development are promoted effectively. They enjoy healthy snacks and well-balanced meals. Children help to serve food and independently pour their own drinks. Children frequently take part in outdoor activities and they get lots of fresh air and exercise. Staff work closely with children to help them to develop good self-help skills, such as using the toilet. Children understand daily routines and they follow staff's instructions. Children confidently make choices and imaginatively develop their ideas for play.

### Outcomes for children are good

All children are making good progress across all areas of their learning and development. They acquire good social skills and children of different ages confidently interact and play alongside each other. Children develop into independent and inquisitive learners and are developing the skills they need for their future learning and in readiness for school.

## Setting details

<b>Unique reference number</b>	EY362698
<b>Local authority</b>	Durham
<b>Inspection number</b>	1093213
<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 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Howletch & Shotton Primary Childcare Ltd
<b>Registered person unique reference number</b>	RP527365
<b>Date of previous inspection</b>	27 May 2015
<b>Telephone number</b>	01915872818

Howletch and Shotton Primary Childcare registered in 2007. The setting employs 13 members of childcare staff, 12 of whom hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, from 8am until 6pm, for 51 weeks of the year. The setting receives funding for the provision of early education for two-, three- and four-year-old children.

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