

# Safari Childcare

Childrens Day Nursery, 79 Halstead Road, Colchester, Essex, CO3 9AD



## Inspection date

19 October 2017

Previous inspection date

7 September 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Observations and assessment processes are not secure. Therefore gaps in children's learning are not identified swiftly enough.
- Staff do not gather enough information on children's starting points in their learning and development.
- Staff miss spontaneous opportunities to promote children's learning.
- Occasionally staff do not manage changes in the daily routine well and children become bored when they are left waiting too long.

### It has the following strengths

- Children settle quickly because staff are welcoming and key person procedures are in place to support children's emotional wellbeing.
- Managers have clear processes to recruit, check and monitor staff. They ensure staff remain suitable for their role.
- Managers and staff have made positive changes since Ofsted involvement earlier in the year. They have drawn up targeted action plans and undertaken training to develop their knowledge and practice. They have worked closely with the local authority.

## What the setting needs to do to improve further

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

	Due Date
■ obtain accurate information about children's initial starting points on entry to the setting	10/11/2017
■ ensure that tools used to track and assess individual and groups of children, are accurate and used effectively to support children to make the best possible progress in their learning	10/11/2017
■ develop staff knowledge, understanding and practice of a range of teaching methods to support children's development through purposeful play and spontaneous interaction with them.	10/11/2017

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

- review and improve how changes in routine are structured to ensure children are purposefully engaged and supported to manage change well.

## Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with managers, members of staff and children at appropriate times during the inspection.
- An inspector completed a joint observation with the manager and discussed their findings.
- The inspectors held a meeting with the manager and the nominated person. They looked at a range of documentation, including the learning and development records of children, the settings policies and procedures and staff records.
- The inspectors spoke to a small number of parents during the inspection and took account of their views.

## Inspectors

Sharon Conaty / Michelle Giles

## Inspection findings

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

Managers are not yet secure in identifying weaknesses in the provision. For example, not all staff have a comprehensive understanding of how to use the new system to observe and assess children's learning. Although managers recognise some areas need improvement, for example, how staff deliver and organise activities to help children learn and keep them engaged, improvements in practice, are not yet established consistently. However, there are positive changes in place following Ofsted's previous visit. There are effective arrangements for supervising, coaching and managing staff and these are starting to show positive improvements. The arrangements for safeguarding are effective. Staff have a clear understanding of safeguarding principles and procedures and know what to do if they have a concern about a child's welfare.

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

Staff do not always make good use of spontaneous moments to support children's learning and critical thinking. There is a range of activities and resources for children to choose from, but these do not always capture children's attention or motivate them to play. Children are beginning to develop early literacy and number recognition. Staff use observation and assessment of children's achievements to plan new learning experiences. However, these do not always challenge children who are more able, or identify how to provide support to those who need it. Recently, managers introduced a new online system to track children's development. However, this is not yet established. This means managers are unable to effectively track children's learning to identify if there are gaps in their development or if they are excelling and need more challenge.

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

Staff are responsive to children and in most cases recognise and accommodate their individual needs. Staff build secure emotional relationships with children. They work closely with parents to ensure settling-in procedures are effective. Parents know the key person well and are positive about the support their children receive. Children have good behaviour, although may become restless during delays in changes to the daily routine, like queuing to go outside. They are developing confidence and independence. For example, children decide when they need to wash their hands and use the portable sinks. Outdoor play is incorporated into the daily routine and children enjoy activities in the garden like creating puddles to stamp their feet in.

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

Children make steady progress and develop some key skills in preparation for the next stage in their learning. However, many missed opportunities to extend their learning, and poor use of tracking their development does not help children make consistently good progress. Nevertheless, children enjoy developing relationships, exploring the environment with curiosity and excitement and independently choosing activities that they like to play with. They concentrate well on activities they like and listen well to instruction.

## Setting details

<b>Unique reference number</b>	EY488581
<b>Local authority</b>	Essex
<b>Inspection number</b>	1111536
<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>	66 - 2
<b>Total number of places</b>	44
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Safari Childcare Limited
<b>Registered person unique reference number</b>	RP533744
<b>Date of previous inspection</b>	7 September 2016
<b>Telephone number</b>	07535705878

Safari Childcare was registered in 2015 and is run by a limited company. The nursery employs 10 members of childcare staff. Of these, three hold a level 6 qualification, one holds a level 4 and six staff hold level 3. The nursery opens from Monday to Friday for 51 weeks of the year. Opening times are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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