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|--------------------------|----------------|
| <b>Inspection date</b>   | 6 March 2018   |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| 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   |                         | Not applicable |          |

## Summary of key findings for parents

### This provision is good

- Staff support children's play well and help them to develop a wide range of skills that complements their learning at pre-school and school. Staff take account of children's interests when they plan activities and ensure they have access to a good selection of resources.
- An effective key-person system ensures staff meet the individual needs of each child and their family. Staff have a very caring approach and continually promote children's emotional well-being.
- The partnerships with parents are strong. Staff consistently share information about children's experiences at the setting. Parents comment positively on the high-quality care and the wide range of play activities.
- Staff provide very clear expectations for children. They show care and concern for everyone and children copy their example. Children's behaviour is consistently good.

### It is not yet outstanding because:

- Staff do not make the most of developing children's independence skills in some daily routines to further engage and motivate them.
- Although staff have attended training, such as safeguarding, the management team has not fully considered other professional development to expand staff's knowledge and skills even further.

## What the setting needs to do to improve further

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

- review and improve the organisation of some routines to help make sure that children are developing their independence skills in a wide variety of ways
- focus more precisely on how professional development opportunities are used to raise the quality of the setting to outstanding.

### Inspection activities

- The inspector observed the quality of the setting during activities and assessed the impact this has on children's well-being.
- The inspector had a tour of the premises and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the setting's manager.
- The inspector held a meeting with the providers. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Lynne Pope

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff demonstrate a sound knowledge of child protection issues. They know the procedures to follow if they have any concerns for a child's welfare. Staff carry out effective risk assessments to minimise hazards as they set up each day. The management team uses efficient procedures when recruiting, inducting and supporting the staff to ensure they remain suitable for their roles. For example, staff have regular supervision meetings and annual appraisals to discuss their performance. There are effective procedures to evaluate the quality of provision and this includes gaining the views of parents and children. The managers have identified further areas to develop, to ensure the service continues to meet the needs of the children.

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

Children learn to speak with confidence and to listen carefully to each other. During group times they talk about their experiences at home, such as building a sledge and making a snowman. Staff promote children's understanding of the seasons, linking in with what children are doing at pre-school and school. They ask children how they know it is spring. Children respond with lots of suggestions, such as new baby animals and daffodils. Staff plan effectively to deliver a wide range of interesting play-based experiences and activities. For example, children are helped to develop their small-muscle skills doing threading activities. They are fascinated with numbers and staff encourage them to add these together. Children particularly enjoy playing a number matching game where they recognise written numbers.

### Personal development, behaviour and welfare are good

Children are happy at the setting. They grow in confidence and interact freely with adults. They form friendships with other children. Staff understand each child and meet their care needs well. They praise the children for their achievements and listen to what they have to say. Children understand and adopt healthy habits, such as good hygiene practices. They learn about healthy eating and take part in activities, such as tasting different fruits and vegetables. This has led them to appreciate raw carrots and they can freely access these, along with different fruits in a fruit bowl. Children take exercise either outdoors or in a designated area of the hall, and have areas where they can take a rest if needed. They learn about their own and other people's similarities and differences and have good levels of respect.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY494879  |
| <b>Local authority</b>                           | North Yorkshire   |
| <b>Inspection number</b>                         | 1033626   |
| <b>Type of provision</b>                         | Out of school 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>                     | 2 - 8   |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 64  |
| <b>Name of registered person</b>                 | Solbec Ltd  |
| <b>Registered person unique reference number</b> | RP907276  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 07508029378   |

Whoosh registered in 2015. The setting employs eight members of childcare staff. Of these five hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday. Term time sessions are from 7.30am until 8.45am and from 3.45pm until 6pm. During school holidays the setting is open from 7.30am until 6pm.

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