

Crowland Community Childcare

The Wheatsheaf Rooms, North Street, Crowland, Lincolnshire, PE6 0EF



Inspection date	22 March 2018
Previous inspection date	26 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 reflects on practice. She gathers the views of children and parents. This has helped her to provide more toys and resources to promote children's interests.
- Children are confident to explore and investigate the good range of toys and resources staff provide for them.
- Staff work well with other early years settings and professionals involved in children's care and learning. This helps them to provide a good level of support for all children, including those who have special educational needs (SEN) and/or disabilities.
- Staff help children to develop their communication and language skills. They sing songs to children and listen to their views and opinions. Children make good progress in their learning.
- Staff work well with schools that children move on to. They share information about children's learning and take children to the schools prior to starting. This helps them to become familiar with the environment of the schools.

It is not yet outstanding because:

- Although staff gather information from other early years settings that children attend, they do not gather enough information from parents about children's prior learning when they first start.
- The supervision and support for staff, does not focus sharply enough on evaluating and enhancing their teaching skills.

What the setting needs to do to improve further

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

- gather more information from parents about what children already know and can do when they first start, to help staff plan for their learning from the outset
- evaluate the quality and impact of teaching more precisely, to further improve learning outcomes for children.

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 completed a joint observation with the setting manager.
- The inspector held discussions with the setting manager. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector held a meeting with the setting manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff attend training to keep their knowledge of child protection up to date. They know the signs of abuse and where to report any concerns regarding a child's welfare. Staff have strategies in place to ensure that children leave the setting with an appropriate adult. They complete risk assessments and remove identified hazards. Staff promote the safe use of mobile phones and cameras. This helps to promote children's safety. Staff attend meetings where they discuss the needs of individual children and professional development opportunities. Recent training has helped staff to support children's literacy skills.

Quality of teaching, learning and assessment is good

Staff observe and monitor children's learning and plan for children's good progress. They provide opportunities for children to develop their confidence in a group situation. Staff weave mathematical language into conversation at snack time. They ask children what shape they would like their toast to be cut into, making triangles and squares. Children select numbers from a calendar and count alongside staff. This helps children to develop their counting skills and understanding of shapes. Staff provide opportunities for children to learn about their local community. They take them to the park and market. Staff promote children's safety well when walking in the street. They talk to children about road safety to help them to manage their own safety. Staff encourage children to share and take turns with others when they help to mix buttercream to decorate cakes. This helps children to develop their social skills and promotes positive behaviour.

Personal development, behaviour and welfare are good

Staff welcome children by name, helping them to have a strong sense of belonging in the setting. Children demonstrate that they are emotionally secure. They behave well and show an understanding of some boundaries and routines. For example, they help staff to tidy away toys, encouraging them to care for the environment. Staff give children lots of praise and encouragement for their achievements, helping to raise their self-esteem. Parents are invited to contribute to the healthy range of snacks staff offer children, promoting healthy eating. Staff gather information from parents about children's medical and dietary requirements that helps them to promote children's good health. Younger children extend their physical skills when they climb up steps to a slide outdoors. Staff stand close by to support if needed.

Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning. They learn key skills in readiness for their eventual move on to school. Outdoors, children learn about different foods when they play with real fruit and vegetables. They help staff to plant and grow flowers in the garden, developing their understanding of growth and decay over time. Children develop their early writing skills. They make large marks on paper and say that they are drawing a 'square'. Children are independent. They select resources to support their interests and spread butter on their toast for snack.

Setting details

Unique reference number	253607
Local authority	Lincolnshire
Inspection number	1090352
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	13
Name of registered person	Crowland Community Childcare Committee
Registered person unique reference number	RP905060
Date of previous inspection	26 January 2015
Telephone number	01733210510

Crowland Community Childcare registered in 1968. The setting employs three members of childcare staff, two hold appropriate early years qualifications at level 3 and one at level 4. The setting opens Monday, Wednesday, Thursday and Friday, during term time only. Sessions are from 9am to 3pm. The setting 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

