

Kiddywinks At The Pear Tree Centre



The Pear Tree Centre, Pear Tree Close, Chipping Campden, GL55 6DB

Inspection date	16 April 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2

Summary of key findings for parents

This provision is good

- Managers monitor staff practice effectively to drive development. For example, when they observed that some staff lacked confidence in planning music activities, they provided training. Staff now confidently use puppets with babies and rhythm sticks with older children to create exciting learning opportunities through music and movement.
- Staff use sensory experiences well to support learning. For example, children explore size, shape and colour with blocks of ice and observe what happens as the ice melts. Staff talk with children about what they see and encourage their curiosity further.
- Managers and key persons take account of parents' views and use these effectively to support individual children's development. For instance, they have provided more low-level equipment for babies to frequently pull themselves to standing.
- Children confidently make choices about where they will play. They especially enjoy the many opportunities to play and learn outside. Garden areas are separated by low fences. This helps children of different ages easily interact with each other and babies soon become familiar with the adults who will care for them later.

It is not yet outstanding because:

- Staff do not provide a wide range of experiences to promote children's understanding of people and cultures beyond their own experiences.
- Occasionally, staff do not fully support cultural differences, such as when they do not use the family naming terms that individual children use for family members.

What the setting needs to do to improve further

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

- provide a range of opportunities for children to learn about people and communities beyond their own experiences
- make sure that individual children's home cultures are fully supported.

Inspection activities

- The inspector observed care and learning practices across the setting and discussed these with the managers, including completing a joint observation.
- The inspector spoke to parents, read parents' testimonials and took account of the views expressed.
- The inspector spoke with staff and children, and took account of their views.
- The inspector examined a range of documentation, including those relating to statutory requirements.
- The inspector held a leadership and management discussion with the managers.

Inspector

Patricia Pillay

Inspection findings

Effectiveness of the leadership and management is good

Managers and staff understand how to keep the premises safe for children. For example, they complete daily risk assessments. They teach children that they should not talk to strangers when they are in the nursery allotment garden. Safeguarding is effective. Staff know the signs that would alert them to concerns and the actions they should take. All staff frequently update their safeguarding training. Managers have put effective procedures in place to check and monitor the suitability of staff. They fully understand the actions to take if they have concerns about staff. Staff monitor sleeping children very closely. For instance, there is always a staff member in the room when children are asleep.

Quality of teaching, learning and assessment is good

Managers and staff provide good learning opportunities for children across the curriculum. For example, they carefully plan group activities to build self-confidence, such as when they use sticks to tap out rhythms in songs. Staff give children plenty of time to listen and respond to each other, and children confidently join in with words and actions. Managers are committed to continually developing the provision. They now track the progress of different groups of children and use funding well to meet their learning needs. For example, they identified a need to increase older boys' mathematical learning. They provided big wheels and wood, with which children enthusiastically counted and worked out how many wheels and how much wood they would need to build a car.

Personal development, behaviour and welfare are good

Managers and staff quickly establish strong partnerships with parents. For instance, parents know that they can speak to key staff each day. This helps them to be well informed about their child's progress. Staff encourage parents to develop their understanding of how their children are learning at nursery. For example, when they hold open evenings for parents to try activities and discuss how these support learning. Staff have good partnerships with other settings that children attend. For example, they share their assessments of children's learning and discuss their care needs. Staff support older children well to develop independence, ready for their move to school. For instance, children make decisions about how much food to take as they serve themselves at lunchtime. Staff provide gentle encouragement for more-reluctant eaters. For example, they eat slowly themselves so those children who eat more slowly are able to finish their meal comfortably.

Outcomes for children are good

Children are happy and enjoy their time at nursery. They especially enjoy the opportunities that they have to become very involved in their learning. For example, older children enjoy following the words and pictures in a big book at story time. This helps them begin to learn how books work, ready for learning to read. Children have lots of fun acting out their own stories and watching their friends' stories in the outdoor puppet theatre. All children are making good progress from their starting points.

Setting details

Unique reference number	EY498308
Local authority	Gloucestershire
Inspection number	1074197
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	65
Number of children on roll	125
Name of registered person	Kiddywinks (Chipping Campden) Limited
Registered person unique reference number	RP901002
Date of previous inspection	Not applicable
Telephone number	01386 848868

Kiddywinks At The Pear Tree Centre registered in 2016 and is located in Chipping Campden, Gloucestershire. The setting operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays. There are 23 members of childcare staff. All hold appropriate qualifications at level 3 or above. The setting receives funding to provide free early education for two-, three- and four-year-old children.

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