

# Coniston Childcare

Coniston C of E Primary School, Shepherds Bridge Lane, Coniston, Cumbria, LA21 8AL



## Inspection date

Previous inspection date

4 July 2018

7 November 2014

| 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

- Children's health and well-being are promoted well. They enjoy regular outings to places of interest in the village and develop a good understanding of their local community.
- The staff team closely monitors children's progress. They work very effectively with parents, teaching staff and other professionals to support children in their care. Children engage well in activities and make good progress in relation to their starting points.
- Parents speak very highly of the staff and the nurturing, caring and highly professional relationships they have with them. Good communication ensures parents receive the most up-to-date information on a daily basis, and this helps them to be fully involved in their children's learning.
- Staff work closely with the local school and focus on children becoming very familiar with their new environment before they start. The sharing of information is excellent to support continuity of learning and the wrap-around service staff provide.
- Children are well behaved and develop a strong and secure attachment to staff. Staff get to know their individual personalities and promote children's emotional well-being very effectively.

### It is not yet outstanding because:

- On occasions, staff miss opportunities to further extend children's mathematical understanding and learning with maximum effect.
- Staff do not always make the best use of opportunities for older children to manage tasks for themselves, to support their independence even further.

## What the setting needs to do to improve further

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

- extend children's mathematical understanding and learning, recognising and building further on the opportunities that occur in children's everyday routine activities and during their play
- extend opportunities for older children to manage everyday tasks, to support their independence skills even further.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and checked the suitability of persons working on the premises.
- The inspector took into account the views of parents.

### Inspector

Carys Millican

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that staff complete mandatory training and all staff understand their roles and responsibilities in keeping children safe. Staff know what action to take if they have any concerns about a child's welfare. Detailed risk assessments are in place and staff check areas before children access them. Children learn how to keep themselves safe. For example, they talk about crossing the roads safely and being mindful of the cars. The manager encourages professional development for all staff and promotes a culture of continuous improvement. She frequently monitors staff's practice and gives feedback to help raise the quality of teaching and learning.

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

Staff accurately observe and assess children's achievements and plan stimulating activities to support the next steps in their learning. They gather information from parents about children's interests, learning and activities at home. Staff include a wealth of information in children's online learning records. Children are confident to communicate their ideas. For example, while playing beside the lake they pretend to cook and build stone structures. Staff support children's listening and speaking skills and they respectfully repeat what children say to reinforce the correct pronunciation of words. For example, together they name the different sea creatures they recognise on the swimsuits. Toddlers join in with older children using the toy vehicles and exploring the dinosaur figures. Children enjoy role play and use this to learn about the local and wider environment, for example, through topics, such as 'people who help us'. Indoors, they confidently dress up as firefighters and builders while using associated resources.

### Personal development, behaviour and welfare are good

Children enjoy lots of fresh air and exercise while on walks and in the enclosed garden area. They develop positive relationships with staff and confidently talk to them. Children enjoy transporting water from the river to the paddling pool, and staff catch small fish for children to observe. Children's behaviour is good and they smile with delight when staff praise them for their efforts and achievements. Staff recognise those who may need extra support at times and accommodate this very well. Children respond well to the consistent approach from staff. Staff encourage children to understand the importance of healthy lifestyles and hygiene routines. For example, children attend to their personal needs effectively. Staff provide a friendly environment where children enjoy plenty of healthy food and drinks to meet their needs.

### Outcomes for children are good

Children make good progress from their individual starting points. They are active learners and listen to staff and follow instructions well. Older children's understanding of print is effectively promoted by staff. For example, children correctly identify their own name cards and use a pen to write their own names. Children make good friendships and work very well together, showing respect for one another. These skills contribute well towards children's preparation for starting school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY438237  |
| <b>Local authority</b>                           | Cumbria   |
| <b>Inspection number</b>                         | 1105372   |
| <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>                     | 1 - 4   |
| <b>Total number of places</b>                    | 25  |
| <b>Number of children on roll</b>                | 27  |
| <b>Name of registered person</b>                 | Rachel Hadwin   |
| <b>Registered person unique reference number</b> | RP514136  |
| <b>Date of previous inspection</b>               | 7 November 2014   |
| <b>Telephone number</b>                          | 07918167189   |

Coniston Childcare registered in 2011. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. The manager holds level 6. The setting opens Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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