

# Maple Leaf Daycare

Royal Air Force, Digby, Lincoln LN4 3LH



<b>Inspection date</b>	13 August 2018
Previous inspection date	21 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- The manager supports her staff well in their roles. Supervision meetings encourage staff to reflect on their practice and to identify how to continue to extend their teaching skills. Staff attend training that helps them to support children who have special educational needs (SEN) and/or disabilities.
- Staff meet children's emotional needs well. They work with some parents to adapt the starting times when children arrive, so they enter the playroom at quieter times of the day. This helps children to separate from parents and carers.
- Children say that they, 'Love' the newly refurbished garden. They are keen to explore and investigate the new resources and activities available to them. Children extend their physical skills, for example, when they walk across wooden beams and go through tunnels.
- Parents are highly complimentary about the nursery. They say that staff are very approachable and helpful and that it is, 'Obvious that the primary concern is the child and their welfare'.
- Children demonstrate good behaviour. Staff remind children to use 'kind hand' to help promote positive behaviour. They give children plenty of praise and encouragement, helping to raise their self-esteem.
- The manager monitors the progress made by individual children and groups of children. This information is shared with staff and measures are put in place to increase children's understanding of technology.

### It is not yet outstanding because:

- Staff do not offer babies and very young children as many opportunities as older children to make independent choices in their play to promote their interests.
- Staff do not always use information gathered about what children need to learn next, effectively enough, to help them to make better than good progress in their learning.

## What the setting needs to do to improve further

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

- strengthen opportunities for babies and very young children to make independent choices in their play
- use information about what children need to learn next, to help staff to plan more precisely for children's learning.

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

#### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

Self-evaluation is effective. The manager and staff review their practice and gather the views of parents to identify changes. Safeguarding is effective. Staff know the signs that may suggest a child is at significant risk of harm. They know where to report any concerns they have regarding children's safety. Risk assessments are completed and identified hazards are removed. Staff have measures in place if other people collect children at the end of the day. This promotes their safety. Staff work well with schools that children move on to. They speak to teachers and share information about children's achievements and levels of learning. This provides a united approach to supporting children's development.

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

Staff provide parents with a daily diary showing children's care routines and activities they have enjoyed. They invite parents to attend meetings to discuss their children's learning. Staff support parents to continue their children's learning at home. For example, they give them information about the sign of the week, helping children to learn sign language. Staff observe and monitor children's progress. They support babies early communication and language skills well. They use simple language, sing songs and use sign language. Parents say that babies repeat at home what they learn in the nursery, such as using signs for 'more' and 'food'. Staff help younger children to learn about their environment. They encourage them to look for insects in soil and in a bug hotel. Staff help older children to develop their mathematical skills. They use positional language when they ask children who is sitting with them during snack time. They use words, such as 'diagonal' and 'next to'. Staff point out holiday destinations on a map, helping children to learn about the wider world.

### Personal development, behaviour and welfare are good

Babies and young children show genuine affection for staff. They give them good eye contact and go to them for cuddles and reassurance, demonstrating that they are emotionally secure. The cook provides healthy meals and snacks for children. Staff help younger children to learn about vegetables. They provide them with opportunities to feel the texture, smell different vegetables and to use them in their play. Children are sociable. They enjoy sitting with staff during mealtimes. They talk confidently to staff about their interests and the food they eat.

### Outcomes for children are good

Children make good progress in their learning and develop skills in readiness for their eventual move on to school. Babies explore the texture of cooked and dried spaghetti on their hands and feet. Children access a sensory room where they look at flashing lights and build towers using blocks. This is particularly effective to help new children to settle in the morning and to support children who have SEN and/or disabilities. Children learn about different occupations when they receive visits from, for example, police officers, fire fighters and a dental nurse.

## Setting details

<b>Unique reference number</b>	EY247003
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10064644
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	80
<b>Number of children on roll</b>	139
<b>Name of registered person</b>	Maple Leaf Pre-School Committee
<b>Registered person unique reference number</b>	RP521053
<b>Date of previous inspection</b>	21 July 2015
<b>Telephone number</b>	01526 328177

Maple Leaf Daycare registered in 2009 and is situated on a military base. The nursery employs 28 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, two at level 5 and the manager who holds a qualification at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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