

Community Kids

Tolbury Mill Hall, Higher Backway, Bruton, Somerset BA10 0DP



Inspection date	12 September 2018
Previous inspection date	5 October 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Children make good progress in their learning from the start. Staff monitor and support children's development effectively, and use this information to prioritise and plan next steps for their learning.
- Children behave well. Staff provide good role models and help children to develop very good social skills and positive attitudes towards others. For instance, children learn to share and include others fairly in their play, and many children say 'please' and 'thank you' without prompt.
- Staff support children's literacy effectively. For example, children engage for long periods choosing and reading books with staff, and have lots of opportunities to write. Staff support older children further, such as helping them to learn letter names and sounds.
- Staff value professional development to improve their knowledge and outcomes for children. For example, they have used ideas from research to create a 'family tree' display to help children learn more about one another's lives when they start.

It is not yet outstanding because:

- Staff do not regularly help children to learn about size to extend their mathematical skills even further.
- Although children enjoy regular physical play, staff miss some opportunities to help them learn about the changes in their bodies after exercise, such as why they breathe faster and feel warm.

What the setting needs to do to improve further

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

- help children to learn more about size, to strengthen their mathematical development further still
- make better use of opportunities to help children learn more about the healthy effect of exercise on their bodies.

Inspection activities

- The inspector observed activities and the quality of teaching in the playroom and outdoor play areas.
- The inspector sampled children's assessment records and planning documentation, and talked to children at appropriate times.
- The inspector assessed the suitability of staff and discussed management's knowledge and understanding of the early years foundation stage.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

Inspector

Bridget Copson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team has made significant improvements since the last inspection. They follow the correct process to ensure that Ofsted carry out the necessary suitability checks on all committee members. The management team follows robust vetting procedures to check all staff are suitable to work with children. The manager and staff evaluate the quality of the group's provision to drive improvements, and parents share positive views of the setting. For example, parents state their children are happy, settled and have developed good skills since starting. The manager works closely with staff to monitor and build further on the quality of their interactions with children. The manager and staff have a good up-to-date knowledge of their child protection responsibilities. They understand the risks to children and take appropriate action if they have any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Staff provide well-organised activities in which they use good teaching skills to capture children's interest and engage them well. For example, staff encourage children to study their faces in mirrors, and to then use natural materials to make models of their faces in dough. They ask children questions about their features and ideas to encourage their communication and language skills well. Children are keen to talk about what they create, such as the stones they use 'for my mouth' and feathers 'to make my hair'. Staff count the objects with younger children to support their understanding of numbers. They build further on older children's learning, such as helping them to add quantities to introduce calculation. Staff encourage children to think and solve problems for themselves, such as how they can make the large models they construct more stable. Children consider this and find solutions successfully.

Personal development, behaviour and welfare are good

Staff provide a safe and secure environment for children, with lots of space for them to play freely. They work well with parents and other settings that children attend to meet their care needs consistently from the start. Staff provide a nurturing environment to help the youngest children settle well and feel secure. For example, they provide lots of cuddles and reassurance, and quiet spaces to play peacefully. Children benefit from an exciting outdoor play area, and move freely between the inside and outside play areas as they lead their own exploration. They join in activities to learn how to move in different ways to help develop their physical skills. Staff help children to learn about the world through, for example, walks in the town and woods, and learning about different countries and cultures.

Outcomes for children are good

Children develop the skills they need for their future learning that help prepare them for school. They are interested and motivated to learn. Children create freely using many different resources, and communicate their needs and ideas confidently. They learn to manage tasks themselves from a young age. For instance, younger children learn how to serve themselves at meals. Older children manage their self-care efficiently, and enjoy helping younger children with tasks, such as changing their shoes.

Setting details

Unique reference number	EY236403
Local authority	Somerset
Inspection number	10077381
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 9
Total number of places	26
Number of children on roll	21
Name of registered person	Community Kids Committee
Registered person unique reference number	RP908692
Date of previous inspection	5 October 2017
Telephone number	01749 813933

Community Kids registered in 2003. It is located in Bruton, Somerset. The group employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or level 3. The group opens from Monday to Friday during term time. Sessions are from 8am to 6pm, and during the school holidays according to demand. The group 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.

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