

# Dad's The Word

Glen View, Ludlow Road, BRIDGNORTH, Shropshire WV16 5NQ



<b>Inspection date</b>	26 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 management team frequently seeks the views of children, parents and staff. They regularly attend the local authority update meetings. This helps the management team to evaluate and build upon its practice and to make sure outcomes for all children are good.
- The management team holds regular supervisory meetings with staff and identifies ways to help support their professional development. This helps to ensure their teaching practice is consistently good.
- Staff promote children's understanding of the natural world well. For example, children experience regular hands-on learning in a woodland environment, where they investigate mud, water and insects. They also have regular supervised opportunities to closely observe the sheep, goats, pheasants, chickens, rabbits and budgerigars that live on site.
- Staff build strong relationships with children. For example, they respond quickly and sensitively to children's needs and offer them cuddles when needed. Furthermore, staff listen carefully to children and praise their contributions so that children feel valued. This helps children to feel relaxed, safe and confident to try new experiences.

### It is not yet outstanding because:

- Staff do not always share enough information with other settings that children attend, so that consistency and continuity in children's learning are fully promoted.
- Some staff do not use the information they gather from observing children as effectively as possible to support children to make rapid 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 partnership working with all other settings that children attend, to provide a more consistent approach to children's care and learning
- use the information gathered from observing children even more effectively, to help children make rapid progress.

### 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 evaluated staff's assessment of children's progress and how they plan for children's next steps in their learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager and one of the partners who own the setting. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the setting's own parent survey.

**Inspector**  
Linda Yates

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff understand their responsibility to safeguard children. They know the signs that would cause them concern about a child's welfare and the correct procedures to follow. The management team analyses and reflects on the progress of individual and specific groups of children. Any areas of learning that children are falling behind with are quickly identified and set as a focus. The special educational needs coordinator attends regular training to support her in this role. She successfully liaises with parents and staff to identify and review targets for children who have special educational needs and/or disabilities, so that they make the best possible progress. One member of staff has attended training on how to provide an educational approach to play and learning in a woodland environment. She has the knowledge, skills and confidence to run effective and safe sessions for children during their play outside.

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

Staff use a wide range of teaching strategies that successfully motivates children and develops the vital skills they need for school. For example, pre-school staff confidently and enthusiastically model how to pronounce initial sounds in words during the daily literacy sessions. They encourage children to listen and to take turns at identifying and sounding out the initial sounds in words. Staff in the baby and toddler room read a story to children about a bear in the mud. They provide young children with opportunities to play with mud indoors to reinforce their understanding of the story they have just read. Children dip their toy or utensil into the mud and then use them to make marks on the paper. During such activities, staff describe what children are doing to develop their understanding of language.

### Personal development, behaviour and welfare are good

Outside caterers provide children with a daily hot nutritious meal and staff provide them with healthy snacks and drinks. Children have good opportunities to experience challenge and manage risks for themselves. For example, younger children clamber over the large tractor tyres. Older children confidently ride on tricycles and ably negotiate pathways to avoid bumping into people and obstacles.

### Outcomes for children are good

All children make good progress. Older children listen intently during small-group activities. For example, they take it in turns to identify numbers and to count out the corresponding amount of objects. Younger children enthusiastically sing and join in with the actions to the songs. They use chalk to make marks on the ground outside. Children are self-assured, happy and seek out others to share experiences with.

## Setting details

<b>Unique reference number</b>	EY538064
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10076959
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Full Day Care Nursery Partnership
<b>Registered person unique reference number</b>	RP538063
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01746 761958

Dad's The Word registered in 2016. One of the partners who own the setting also operates as a childminder in another establishment called Mum's The Word. The setting employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and another holds level 5. A further seven staff hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. It provides funded early education for two-, three- and four-year-old children.

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