

# Dawes Community Childcare Centre

The Dawes Community Centre, Forstal, Hernhill, Faversham, Kent ME13  
9JG



<b>Inspection date</b>	2 October 2018
Previous inspection date	26 April 2016

<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

- Children are cared for by a well-established and dedicated team of staff. They work closely with parents to help ensure they develop a clear understanding of each child's individual care needs and interests.
- Staff provide children with a well-resourced and welcoming environment. Children have a wide variety of resources and toys to use which helps them to be active in their play and motivated to learn.
- The monitoring of staff practice by the manager is robust and opportunities for their professional development are good. Staff are reflective and keen to share ideas. This has a positive impact on the outcomes for children.
- The manager and staff know how to identify signs and symptoms that might indicate that a child may be at risk of harm and the procedures to follow to help protect them.
- Staff have strong connections with other early years professionals and the local school to help ensure children receive continuity of care and learning.

### It is not yet outstanding because:

- Staff do not consistently give younger children opportunities to become independent learners, to help develop their self-confidence.
- At times staff do not make the most of all experiences to support children's mathematical understanding and language.

## What the setting needs to do to improve further

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

- review and improve the opportunities younger children have to develop their independence
- make the most of opportunities to develop children's interest in mathematical ideas to extend their learning.

### Inspection activities

- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation with the manager.
- The inspector observed staff interactions with children.
- The inspector sampled a range of documentation, including children's learning folders, and accident and incident records.
- The inspector checked evidence of staff suitability to work with children and their qualifications.

#### Inspector

Sara Garrity

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager efficiently deploys staff throughout the day to maintain children's safety. Staff carry out thorough risk assessments to keep children safe and secure. The manager keeps detailed and accurate records on site and is now aware of the importance of reporting any serious accidents to Ofsted. The manager and staff reflect on their current practice. For example, they regularly review the impact of activities, and how well they engage and interest children in learning. The manager works closely with staff to monitor the progress of children. For instance, they meet regularly as a team to discuss any gaps in learning and how they plan to ensure all children make good progress.

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

Staff carry out detailed observations and use their in-depth knowledge of the children to help ensure they plan activities based around children's stage of development and interests. Children are eager to come into the setting and explore the wide variety of activities on offer. For example, they investigate the real vegetables in the home corner and are eager to take turns to peel the carrots. Staff make effective use of repetition and commentary to help extend children's vocabulary. For instance, staff talk with the children about the feel of the conkers and pumpkin on the nature display. Children make good progress in their communication and language skills. Staff provide children with opportunities to develop their interest in making marks. For example, they use chalk on blackboards and pencils on paper to make lists and develop their early writing skills.

### Personal development, behaviour and welfare are good

Staff are positive role models who effectively praise children to help them grow in confidence and build their self-esteem. Staff help children to gain a sense of achievement, such as congratulating older children as they help to cut up fruit at snack time. Children learn to value and respect their own and other people's differences and similarities. They have a wide range of opportunities to learn about the world around them. For instance, staff take them on regular outings to the woods and church to explore their local community. Children have good opportunities to challenge their physical abilities. For example, they explore different ways to move as they balance, climb and negotiate obstacles.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and those who speak English as an additional language, make good progress from their starting points. They develop strong problem-solving skills. For example, children enjoy undoing and tightening up screws using real tools at the work bench. Children have good listening and attention skills. For instance, they follow instructions as they join in with action songs and dance to the music. Children develop the skills they need for their future learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	160294
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063887
<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>	2 - 8
<b>Total number of places</b>	33
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	The Dawes Community Association
<b>Registered person unique reference number</b>	RP523079
<b>Date of previous inspection</b>	26 April 2016
<b>Telephone number</b>	01227751665

Dawes Community Childcare Centre registered in 2001 and is situated in Hernhill, near Faversham, Kent. The setting is open for pre-school children on Monday to Thursday from 9am to 3pm. The setting also offer a breakfast club everyday from 8am to 8.45am, and an out-of-school club on Monday to Thursday from 3.15pm to 5.30pm and until 5pm on Friday. The setting operates during term time only. The provider receives funding to provide free early education for children aged two, three and four years. The setting employs six members of staff, most of whom hold relevant childcare qualifications. The deputy manager holds an early years degree and the manager has achieved early years professional status.

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