

# Whipper Snappers Childcare @ St Francis

St. Francis Church, Glen Side, BIRMINGHAM B32 3RU



## Inspection date

5 October 2018

Previous inspection date

16 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- There are robust systems in place to identify swiftly any children who have special educational needs and staff work closely with parents to help to close gaps in their learning. Children who speak English as an additional language are monitored closely and staff provide good support to help them to make good progress.
- Teaching is good. Staff have high expectations of children and confidently use the observation and assessment system in place to help children to make good progress from their starting points.
- Staff place a clear priority on increasing children's communication and language skills through their skilful interactions.
- There are effective systems in place to build close relationships with parents. Staff provide good support and guidance to help parents to support their children's learning, behaviour and emotional well-being.
- Staff provide a warm and nurturing environment, and children enjoy their time at nursery and learn from the activities and experiences on offer.

### It is not yet outstanding because:

- The manager does not use highly effective monitoring systems and staff development opportunities to help to raise the quality of teaching to an exceptional level.
- Staff do not consistently offer a rich range of experiences to extend further children's learning in some aspects of their early mathematical development.

## What the setting needs to do to improve further

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

- use incisive monitoring systems and staff development opportunities to help to raise the quality of teaching to an exceptional level
- provide a rich range of experiences to extend children's learning further in number recognition, grouping objects and weight.

### 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 carried out a joint observation with the deputy manager.
- The inspector held a meeting with the owner/manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at the nursery during the inspection.
- The inspector took account of the views of parents.

**Inspector**  
Parm Sansoyer

## Inspection findings

### Effectiveness of leadership and management is good

The leadership team is enthusiastic and works well together to ensure the smooth running of the nursery. Leaders regularly consult with staff and there is a well-focused development plan in place to develop the service even further. Staff benefit from ongoing staff supervision and new staff have a robust induction process to ensure they are clear about their roles and responsibilities. Arrangements for safeguarding are effective. All staff are trained in child protection and wider safeguarding issues, and know the procedure to follow if they have a concern. There are robust recruitment and vetting systems in place to ensure staff are suitable to work with children. Parents report good levels of satisfaction about the service provided and are impressed by the level of information they receive about the nursery and their children's progress.

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

The high ratio of staff to children results in staff ensuring all children are engaged in activities and learning. They carefully observe children to find out what they enjoy and use a good range of teaching strategies to help children to learn. For example, staff provide enjoyable activities and small-group time with a clear learning intention to help children to progress. For example, staff in the room for two-year-old children teach them to roll the ball to each other and encourage them to say each other's name. Staff place a clear focus on introducing new words and concepts to children as they play with them and show a genuine interest in the children's ideas and play. For example, outdoors, staff are interactive and animated as they indulge in children's fantasy play about bears and making porridge.

### Personal development, behaviour and welfare are good

Staff know their assigned key children well and focus on supporting children's personal, social and emotional development. Staff skilfully teach children to talk about their feelings and families, and to respect any differences. Staff help children learn to keep safe and gently remind them about the rules in place for their own safety. They teach children about the role of the emergency services and about road and fire safety. Staff provide ample opportunities for children to have physical play indoors and outdoors. For example, children thoroughly enjoy the morning 'Wake-and-Shake' session and learn to move their bodies in different ways. Children learn that eating a healthy diet is good for their bodies.

### Outcomes for children are good

All children, including those receiving additional funding, make good progress and are well prepared for school. Children in the pre-school room show good levels of interest and motivation as they learn to recognise and write their names. They enjoy learning and linking sounds to letters they represent. Children show a keen interest in their natural environment as they talk about the weather, collect natural items and look for insects. Children enjoy drawing and making marks with a variety of materials. For example, children have been painting their own portraits and learn about themselves and each other. Children like the company of staff and easily involve them in their play. They enjoy talking to staff about what they are doing and their ideas.

## Setting details

<b>Unique reference number</b>	EY454109
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10061611
<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 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Whipper Snappers Childcare Limited
<b>Registered person unique reference number</b>	RP532010
<b>Date of previous inspection</b>	16 October 2015
<b>Telephone number</b>	0121 427 4775

Whipper Snappers Childcare @ St Francis registered in 2012. The nursery opens from Monday to Friday, term time only. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It employs 16 members of childcare staff, all of whom hold an appropriate early years qualification at level 3.

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