

# Safari Childcare

Childrens Day Nursery, 79 Halstead Road, Colchester, Essex CO3 9AD



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|--------------------------|-----------------|
| <b>Inspection date</b>   | 23 October 2018 |
| Previous inspection date | 19 October 2017 |

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

- The management team and staff are committed to improvement. They have addressed the actions set at the last inspection. For example, staff now have a good awareness of where children are in their learning when they first start in the setting and monitor their progress effectively.
- Staff have established good partnerships with parents and carers. They are kept well informed about their children's day and development. Staff share information daily, through both verbal and written communication.
- Staff observe children as they play and evaluate their observations well. This supports them to identify where children are in their learning and what they need to do to promote their continuing progress.
- Staff manage children's move from home to the nursery effectively. Settling-in procedures are tailored to the individual needs of each child and their family.
- Staff are caring towards the children. Children come into the nursery readily. They develop secure emotional bonds with their key person and other staff.

### It is not yet outstanding because:

- The management team have not fully developed opportunities for staff to share their skills and learn from their colleagues, to improve their good practice, teaching and learning further.
- Staff do not fully support those children who learn best from playing in the garden to develop their early reading skills.

## What the setting needs to do to improve further

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

- increase the opportunities available for staff to learn from their colleagues where they demonstrate outstanding teaching skills
- focus more closely on supporting the early reading skills of children who prefer to learn in the outdoor environment.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the provider.
- The inspector held a meeting with the provider and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of leadership and management is good

Management and staff reflect on the service they provide. An action plan for improvement is in place that is challenging but achievable, in order to bring about continuous improvement to the quality of care, teaching and learning. There is a robust programme of staff supervision, designed to tackle underperformance and promote a culture of mutual support. Staff's professional development is encouraged. For example, they have completed training in how to recognise and support families who may be vulnerable to extreme behaviours or views. Safeguarding is effective. Testimonials from parents demonstrate the high regard they have for the staff, describing them as, 'Caring and approachable'. Parents appreciate the, 'Homely environment'. The learning and development requirements are monitored well. This includes the attainment of different groups of children, so that steps can be taken to close any identified gaps.

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

Staff supervise children well and support them in purposeful play. Children benefit from a range of interesting activities that help support their progress across all areas of learning. For example, babies enjoy sensory play and readily explore the texture of the inside of pumpkins. Older children laugh as they scoop up fallen leaves and throw them into the air. Staff extend their learning by encouraging children to fill the middle of tyres with leaves. They remove the tyre, leaving the circle of leaves in place. Children readily talk about the shape. Staff introduce vocabulary to the children as they play, describing the leaves as, 'Crisp' and, 'Mushy'. They engage older children in conversation, challenge their thinking and give them time to process questions. The gestures and babbles of babies are responded to positively.

### Personal development, behaviour and welfare are good

Staff implement the key-person system well. Each child has a named person to take responsibility for their daily well-being, and plan for their learning and development. Children are happy and settled in this friendly and welcoming nursery. They respond well to staff's expectations of their behaviour. Older children initiate interactions with each other. They understand and follow the consistent ground rules. For example, at story time, children confidently talk confidently about their ears listening, their lips closed and their hands in their lap. This supports children well as they learn the skills of listening and concentrating.

### Outcomes for children are good

Children develop the key skills needed to be ready for school. They are enthusiastic learners who readily lead their own play. Children enjoy stories and listen well. They develop their physical skills in the well-resourced garden. Children enjoy exploring the natural environment outdoors in the forest school sessions. During these sessions, they develop confidence through hands-on learning experiences. Children manage their personal hygiene needs relevant to their age and stage of development.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY488581  |
| <b>Local authority</b>                           | Essex   |
| <b>Inspection number</b>                         | 10077406  |
| <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 - 4   |
| <b>Total number of places</b>                    | 54  |
| <b>Number of children on roll</b>                | 68  |
| <b>Name of registered person</b>                 | Safari Childcare Limited  |
| <b>Registered person unique reference number</b> | RP533744  |
| <b>Date of previous inspection</b>               | 19 October 2017   |
| <b>Telephone number</b>                          | 01206 546824  |

Safari Childcare registered in 2015. The nursery employs 11 members of childcare staff, including the provider. Of these, two hold a relevant childcare qualification at level 6. Seven other staff have level 3 or above. The nursery opens from Monday to Friday for 51 weeks of the year. Opening times are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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