

# Wingate Community Childcare Ltd



Wingate Children's Centre, Partridge Terrace, Wingate, County Durham  
TS28 5BD

<b>Inspection date</b>	12 November 2018
Previous inspection date	21 February 2014

<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

- Leaders strive to provide the very best care and education for children. They support the acting manager well, who is developing greater confidence in her new role.
- Parents are overwhelmingly happy. They commend staff on their knowledge of individual children and are impressed with how quickly children develop confidence and social skills. They welcome opportunities to discover what their children do and to discuss their progress, for example, at parents' evenings and stay-and-play sessions.
- Flexible arrangements to settle in new children help them to develop a sense of belonging. They build positive relationships with key staff, who meet their care needs well.
- Staff diligently organise the environment to help support children's learning, ensuring they provide plenty of opportunities and resources to support their overall development. This contributes to the good progress that children make.
- Children are curious and motivated learners who are keen to participate. They demonstrate a positive attitude that helps to prepare them well for later learning.

### It is not yet outstanding because:

- Plans for learning do not always focus precisely enough on what children most need to learn next. Leaders do not use information from assessments to ensure teaching is meticulously planned to support children to make the best possible progress in their learning.
- Occasionally, children do not have enough opportunities to express their ideas and share their experiences during play. At times, staff do not give children time to think and respond to their skilful questions which are intended to extend children's learning.

## What the setting needs to do to improve further

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

- use information from assessments even more effectively to ensure that plans for children's learning are precise and support them to make the best possible progress in all aspects of their learning
- strengthen interactions with children in order to consistently promote their speaking, listening and thinking skills to the highest levels.

### Inspection activities

- The inspector had a tour of the premises, including outdoor spaces that are frequently used for children's activities.
- The inspector observed staff's teaching and assessed its impact on children's learning and development.
- The inspector observed and evaluated an activity alongside the manager.
- The inspector held a meeting with the directors and manager to discuss leadership and management. She looked at evidence of the suitability checks carried out on staff and other documentation used to support practice, such as policies and plans for development.
- The inspector spoke to staff and children at appropriate times during the inspection. She met with a group of parents and took account of the views of others through written feedback provided.

**Inspector**  
Clare Wilkins

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff follow clear procedures if they have concerns about a child's welfare, which are shared with parents. Accidents and injuries to children, both in the setting and at home, are documented and monitored to identify patterns or concerns. Staff reflect on their practice and make improvements to support children's development. For example, they rearrange climbing equipment to support children who are becoming increasingly mobile. Integration with the on-site nursery school helps to make transitions seamless for children. Leaders encourage staff to build on their knowledge and skills. They have recently introduced new ways for staff to learn from one another and share expertise to help build on the already good teaching.

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

Staff observe children and reflect on their teaching to ensure it remains relevant to children's interests and encourages their involvement. This helps to develop children's concentration skills and perseverance. Staff make learning fun. The youngest children squeal in delight as they pour water on to the pavement and splash in the puddles they make. Children enjoy creative activities. Toddlers mix powder paint with water and make their own representations of flowers using paper and glue. Outdoors, they mix mud and water, pretending to make tea for friends. Babies explore paint with their whole bodies, making marks with their hands and feet. Children develop a good understanding of the natural world. They visit an allotment, where they observe birds and make feeders. They thread cereal onto pipe cleaners, which helps to develop their small-muscle skills.

### Personal development, behaviour and welfare are good

Staff manage children's behaviour well. They give children plenty of praise that helps to raise their sense of self-esteem. Children eat their meals in a welcoming, relaxed environment, where staff promote good manners and social skills. They benefit from wholesome and nutritious meals that are carefully planned to support their good health and encourage healthy eating habits. Staff skilfully support children to identify risks and take responsibility for their own safety. For example, children demonstrate good self-control as they sit by an outdoor fire while staff prepare hot chocolate and toast for them. Children enjoy the responsibility of serving meals and clearing up after activities. They manage their self-care needs well, which helps them to develop good levels of independence.

### Outcomes for children are good

Children make good all-round progress and particularly good progress in the areas of learning that they enjoy most. For example, children who prefer to learn outdoors make very good achievements in their understanding of the world. Children who have lower achievements on entry, are supported well to catch up in their learning. Older children use books to identify aspects of nature they observe. This helps to support their development in literacy. They learn about mathematical concepts, for example, as staff model mathematical language consistently during activities and routines.

## Setting details

<b>Unique reference number</b>	EY336563
<b>Local authority</b>	Durham
<b>Inspection number</b>	10059436
<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>	49
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Wingate Community Childcare Ltd
<b>Registered person unique reference number</b>	RP526323
<b>Date of previous inspection</b>	21 February 2014
<b>Telephone number</b>	01429 838206

Wingate Community Childcare Ltd registered in 2006. The setting employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and two at level 5. The setting opens Monday to Friday all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-olds.

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