

# Kingwood Childcare in Uffculme



The Kingwood Centre, Denners Way, Uffculme, Devon EX15 3XG

<b>Inspection date</b>	28 January 2019
Previous inspection date	7 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children establish extremely strong bonds with staff, who manage their care needs with the highest respect and sensitivity. Children settle exceptionally quickly, are very content, and learn the routines and to manage their feelings from a young age. For example, babies sit and wait incredibly patiently for staff to prepare and serve their lunch.
- Staff plan a variety of opportunities for children to play and learn outside in the fresh air. Children learn about the world around them, such as during frequent outings, and benefit from plenty of time to explore the garden.
- Leaders are ambitious and committed to their aim of providing the highest quality care and education. They are very enthusiastic about their plans to review the play areas, to motivate children to explore, investigate and choose how to use the resources for themselves.
- Leaders encourage staff to take on additional responsibilities, to enhance their professional development and support them to take some responsibility for the children's experiences. For example, each member of staff enthusiastically plans resources and activities for a different area of learning, to ensure children have access to a broad curriculum.
- Staff do not routinely provide highly challenging experiences that build on children's individual learning needs and help them make the rapid progress of which they are capable.
- Although partnerships with parents are effective overall, staff do not involve them in identifying children's starting points on entry, to help get to know the children sooner.

## What the setting needs to do to improve further

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

- support staff to recognise how to make best use of all opportunities to provide highly challenging activities more consistently that link with children's individual learning needs, to help them make the best possible progress
- obtain more detailed information from parents about what their children already know and can do from the start, to help staff get to know children quickly.

### Inspection activities

- The inspector observed children of all ages participate in adult-led activities and routine tasks.
- The inspector carried out joint observations with managers to evaluate the quality of teaching and learning during adult-led activities.
- The inspector spoke with children, parents and staff during the inspection, and took account of parents' written feedback.
- The inspector held a meeting with leaders to discuss the day-to-day running of the setting and their procedures.
- The inspector sampled a range of documents, including children's learning records, and staff suitability checks and training certificates.

**Inspector**  
Sarah Madge

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff have a secure understanding of how to recognise indications that a child is at risk of harm, and know what action to take to protect them. Staff receive good support from leaders, such as during regular supervisory meetings and observations of their practice. Leaders also provide staff with access to training courses to build on their skills. For example, staff use their new knowledge to successfully engage children with developmental delays and to help them understand the changes during daily routines. This all helps leaders to ensure teaching is of a good quality. Leaders closely monitor the progress that all children make and are highly reflective in their evaluation of the setting. For instance, they have reviewed the transition process as children move to a new playroom, placing children's personal, social and emotional development at the heart of the routine activity. Leaders are currently developing the teaching of mathematics, to extend children's understanding of numbers, counting, shapes and measurement.

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

Staff assess children accurately and plan a good range of enjoyable activities. For example, they support the younger pre-school children to develop the control and coordination to use the tools to make 'stick men'. Older children are keen to make marks, such as when writing and tracing their own name, showing good early writing skills. Staff skilfully motivate babies to explore the available toys and resources, such as modelling how to create different sounds by banging a drum and scrunching foil. This successfully captures the babies' attention and they delight in copying staff actions. Staff routinely share detailed information with parents about their children's progress, to support them to provide consistent learning experiences at home.

### Personal development, behaviour and welfare are outstanding

Children are very confident in their own abilities and manage many of their care needs independently. For example, pre-school children skilfully put on their coats to go outside, and toddlers carefully serve themselves lunch and wipe their faces. Children play together beautifully and expertly manage their feelings in a positive way. For instance, when younger pre-school children accidentally knock down their friend's tower, they kindly suggest they all re-build it together. Staff show children very high levels of respect and use all opportunities superbly to build on their already wonderful relationships with children. For example, they ask the younger children's permission to change their nappy and then interact very warmly and playfully with them throughout, helping to make the routine task a delightful experience for babies and toddlers.

### Outcomes for children are good

Children make good progress and develop the key skills needed for later learning, including school. They confidently explore the play areas and make independent choices about what they would like to do, such as requesting that staff read a book to them. Older children learn to count. They show curiosity, for example they investigated light and dark using torches. Toddlers are imaginative and enjoy re-enacting what they know with the role-play resources.

## Setting details

<b>Unique reference number</b>	EY480703
<b>Local authority</b>	Devon
<b>Inspection number</b>	10092604
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 12
<b>Total number of places</b>	104
<b>Number of children on roll</b>	234
<b>Name of registered person</b>	Kingwood Childcare Partnership
<b>Registered person unique reference number</b>	RP904101
<b>Date of previous inspection</b>	7 June 2016
<b>Telephone number</b>	01884 841435

Kingwood Childcare in Uffculme registered in 2014, having previously operated from other premises since 2010. It operates from the village of Uffculme in Devon. The setting is open each weekday throughout the year from 7.30am to 6pm. The setting receives funding to provide free early education for children aged two, three and four years. The provider holds qualified teacher status, and the managers hold a qualification at level 3 and a degree respectively. There are 30 members of staff who work directly with children, 28 of whom have early years qualifications. The provider also employs catering and administrative staff.

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