

Little Waves Daycare

Green Gates Childrens Centre, Keilder Close, Redcar, Cleveland TS10 4HS



Inspection date	24 January 2019
Previous inspection date	24 November 2014

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

This provision is good

- Teaching is generally good and supports children to build on what they already know and can do. Staff's accurate observations and good knowledge about children's individual learning needs and preferences help them to provide a broad range of opportunities for children to learn and practise new skills.
- Staff give children plenty of attention, encouragement and praise as they play. This helps children to feel good about themselves and they become confident and resilient learners. They demonstrate a sense of belonging and security in the nursery.
- Parents are very complimentary about the nursery. They commend staff for having a genuine interest in children and for being approachable and supportive. An effective two-way flow of information between nursery and home helps parents to be involved in their child's learning and they contribute to assessments.
- Partnerships with other settings and professionals are effective. This helps to provide a shared approach and consistent support for children's care, learning and development.
- Children's achievements are good and they are well prepared for later learning in school. Those who are slower to make progress in some areas of development benefit from tailored teaching that helps them to catch up in their learning.
- Some activities for two-year-old children, particularly group activities, are not matched precisely to the learning needs of all of the children taking part.
- Leaders do not consistently make best use of the information gathered from assessments to accurately monitor the progress made by groups of children and to shape their future learning experiences.
- Occasionally, some staff overlook ways to promote younger children's already good cooperation and consideration for others to even greater levels.

What the setting needs to do to improve further

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

- review and enhance teaching to ensure that the learning needs of two-year-old children are met more precisely, giving particular consideration to the effectiveness of group activities
- make even better use of the information gathered from assessments to inform teaching and to help all groups of children make the best possible progress
- extend the strategies to teach younger children about cooperation and consideration, and use these even more consistently to help raise children's already good behaviour to exceptional levels.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed its impact on children's learning and development.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held a discussion with the manager and a senior manager. She looked at a range of documents, including evidence of the suitability checks carried out on staff and their qualifications.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of leadership and management is good

Leaders monitor staff's teaching effectively. They identify minor weaknesses in teaching and address these swiftly through a good system of supervision and coaching. Staff are encouraged to continue with their professional development to help ensure the overall good quality of teaching is maintained and continues to improve. For example, staff attended a training course to help them to enhance the environment for babies. Staff are involved in insightful evaluations of practice which highlight areas for improvement in nursery. For instance, there are plans to refine the way staff plan for children's ongoing learning and progress. Safeguarding is effective. Leaders keep up to date with relevant legislation and procedures and ensure that staff have secure knowledge of what to do if they are concerned about a child's welfare.

Quality of teaching, learning and assessment is good

Staff are enthusiastic and make learning fun. This helps to ignite children's interest and they are keen to join in. For example, they laugh and squeal with delight, eagerly pretending to be aeroplanes as they 'fly' around the garden with staff. Staff encourage children to move in different ways, which helps them to develop balance and coordination and promotes their physical development well. Children benefit from a range of opportunities to join in with songs and listen to stories, which helps them to make good progress in early literacy. They learn new words, join in with familiar phrases and predict what might happen next. Staff provide opportunities for children to develop their creative skills. Babies explore textures, for example as they play with foam. Older children investigate changes in consistency and colours while mixing paint.

Personal development, behaviour and welfare are good

Staff have a calm, nurturing approach that puts children at ease. The key-person system works well to ensure children's individual needs are met. Staff teach children about healthy lifestyles. For example, they encourage children to brush their teeth and discuss the importance of hygiene while encouraging children to wash their hands. Children benefit from nutritious food and take part in regular, vigorous exercise that helps to promote their physical health. Staff model good manners. Children are polite and behave well. Older children learn to take turns and share, offering their friends the first turn with toys and equipment. Staff encourage children to manage their own belongings and carry out simple tasks, such as pouring drinks and tidying the room. This helps to extend children's independence in preparation for school.

Outcomes for children are good

Most children are working in the range of development typically expected for their age. Additional funding is used well to help ensure that all children make good progress. For example, staff have been trained to use simple sign language, which has helped to improve the communication skills of some children. Children have a positive attitude towards learning and some are very keen to share their thoughts and ideas with others. Less-confident children are sensitively encouraged to try new experiences and develop relationships with their peers. They become increasingly self-assured and develop steadily improving social skills.

Setting details

Unique reference number	EY281723
Local authority	Redcar and Cleveland
Inspection number	10069694
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 8
Total number of places	48
Number of children on roll	56
Name of registered person	The Priory Day Nursery Limited
Registered person unique reference number	RP524033
Date of previous inspection	24 November 2014
Telephone number	01642 490014

Little Waves Daycare registered in 2004 and operates from Green Gates Children's Centre in Redcar. The nursery is open Monday to Friday from 7.30am until 6pm all year round, except for bank holidays and one week at Christmas. There are currently 10 staff, all of whom hold an appropriate early years qualification at level 3 and above. The nursery receives funding to provide free early years education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

