

# Octopus Children's Daycare



Burnham-on-Sea Community Infant School, Winchester Road, BURNHAM-ON-SEA, Somerset TA8 1JD

<b>Inspection date</b>	29 January 2019
Previous inspection date	10 July 2018

<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

### This provision is good

- The management team, including the nominated individual, has addressed the action raised at the last inspection. It has put in place a robust system to ensure new committee members provide Ofsted with the required information needed to confirm their suitability for their role in a timely fashion.
- Children make good progress from their starting points. They are keen to learn, and some children make better than expected progress. The manager implements effective systems to monitor children's progress and to identify and address any gaps in their learning.
- Children are confident and happy with good levels of self-esteem. The highly effective key-person system particularly benefits the younger children who bond closely with their carers, who know them very well.
- The management team supports staff well. It encourages staff to develop their knowledge and skills through training, and the manager monitors the positive impact on outcomes for children. For example, training to develop their skills in teaching children to recognise letters and the sounds they represent has raised children's literacy levels.
- Staff are not consistently aware of children's achievements at home, to give them an all-round picture of their abilities when assessing their progress.
- Children have few opportunities to develop their awareness of people and communities, to enhance their understanding of the world.

## What the setting needs to do to improve further

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

- encourage parents further to share more information about their children's achievements at home, to help inform the planning and assessment process
- provide more opportunities for children to learn about people and communities to develop their understanding of the world.

### Inspection activities

- The inspector observed staff and children engaged in learning activities, indoors and outside.
- The inspector talked to parents, children, staff and the management team.
- The inspector reviewed systems of self-evaluation and the effectiveness of these in targeting areas for improvement.
- The inspector sampled required documents, including safeguarding procedures and children's records.
- The inspector reviewed the effectiveness of systems of monitoring children's progress in learning.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of leadership and management is good

The senior management team's good self-evaluation helps it to identify areas for improvement, for example providing better support for children who learn English as an additional language. The manager and staff focus well on learning and implementing effective ways of communicating with children with little or no English when they first attend. The manager's progress tracking shows an improvement in these children's English language development. Many have now caught up to where they would be expected to be for their age in their communication and language. Safeguarding is effective. The manager ensures that all staff regularly update their safeguarding training so they remain well informed about local procedures to protect children from harm. All records relating to safeguarding children clearly document any actions taken.

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

Staff use their good observations and assessments of children to plan a range of activities that challenge children well. They make sure that activities quickly engage children. Staff support children's developing small-muscle skills well. For example, younger children used corks and small pom-poms to paint, developing the grip they will need later on for writing. Staff support children's understanding of number particularly well and they bring aspects of mathematics effectively into most activities and routines. Older children consistently and correctly identify numerals in the learning environment and in books. They have a good understanding of simple calculations, including adding or taking away an object. Staff have strong relationships with other professionals providing additional support to children. Good systems of communication ensure that they are aware of any changes to children's learning plans and know how to implement these effectively.

### Personal development, behaviour and welfare are good

Children behave well. Older children talk about teamwork as they help to tidy up. Children with special educational needs and/or disabilities receive very good support to enable them to achieve and make good progress. For example, they enjoy regular one-to-one activities with their key persons and these are particularly effective in helping to develop their communication and language skills. Children enjoy being active. For example, younger children energetically chased balls in and out of tunnels. Older children used stepping stones, big blocks and balance beams to create their own obstacle course, which they took turns to complete.

### Outcomes for children are good

Children learn good skills that prepare them well for their next stage in learning, including going to school. For example, younger children concentrated well as they shared resources to paint 'winter pictures', taking their time until these were completed. Older children purposefully write and make marks in different contexts. For example, they had their police notebooks to write down what 'the bad guys' said when they arrested them.

## Setting details

<b>Unique reference number</b>	EY374124
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10085095
<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>	2 - 7
<b>Total number of places</b>	58
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Burnham Infants Pre School Committee
<b>Registered person unique reference number</b>	RP528064
<b>Date of previous inspection</b>	10 July 2018
<b>Telephone number</b>	01278 793331

Octopus Children's Daycare registered in 2008. The provision operates from rooms in a purpose-built children's centre within the grounds of Burnham-on-Sea Infant School, Somerset. The provision opens each weekday from 8am to 5.30pm term time only. The provision receives funding to provide free early education for children aged two, three and four years. There are 18 members of staff, including a cook and an administrator. One member of staff holds early years professional status, 11 hold an early years qualification at level 3, two hold a qualification at level 2 and two are unqualified. The administrator holds degree-level qualifications relating to her role.

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