

Tresca's Childcare

The Cabin, Courtlands Road, Tavistock, Devon PL19 0EF



Inspection date	5 February 2019
Previous inspection date	11 May 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The quality of teaching is not consistently good. Staff do not target all activities at the right level to keep children involved and interested and children do not make the progress they are capable of.
- Staff make regular assessments of children's development. However, they do not use this information effectively to identify precise targets for children's on-going learning.
- Although staff work well together as a team, the manager does not monitor staff performance effectively enough to identify areas where staff need to improve their teaching skills.
- The self-evaluation process is not rigorous enough to accurately identify areas where there are weaknesses in practice and improvements are needed.
- Staff sometimes miss opportunities to encourage children to manage small tasks for themselves to develop their independence and self-esteem.

It has the following strengths

- The manager and staff create a welcoming, inviting play environment with a varied range of resources for children to make choices about their play.
- Staff are caring and attentive and form good relationships with children and families. They talk to parents about children's home routines and provide good consistency.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff target interactions and activities at the right level to interest and engage children and provide the necessary support to help them to make good progress in their learning	10/03/2019
improve assessment and planning systems to ensure staff clearly identify the next steps in children's learning to build on what children already know and can do effectively	10/03/2019
improve arrangements to monitor and support staff's practice to focus more precisely on raising the standard of teaching and learning.	10/03/2019

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

- refine the process of self-evaluation to more accurately identify weaknesses in practice and areas for improvement and take action to address them
- extend opportunities for children to manage small tasks for themselves to fully promote their independence.

Inspection activities

- The inspector observed the quality of teaching during activities and routines.
- The inspector carried out a joint observation with the manager and discussed children's learning.
- The inspector held a meeting with the manager and discussed the provision's self-evaluation.
- The inspector talked to children, parents and staff and took account of their views.
- The inspector looked at a range of documents, including children's learning records.

Inspector

Margaret Baird

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The manager and staff know the signs that might lead to a concern about a child's welfare. They are clear about local safeguarding procedures. The manager follows safe recruitment and vetting procedures to check that all staff are suitable to work with children. There are systems in place for supervising staff, and staff attend training to develop their skills. However, there is insufficient focus on improving the quality of teaching to ensure all children receive the support they need to make good progress in their learning. The manager tracks children's learning to address any gaps in their development. She uses funding effectively and works in good partnership with outside agencies to provide appropriate support when it is necessary.

Quality of teaching, learning and assessment requires improvement

Staff gather information about children's levels of development from parents when children first start to attend and share their on-going observations. However, they do not focus precisely enough on children's next steps for development to support their progress effectively. Staff provide interesting activities for children to explore and develop their physical skills during their self-chosen play. For example, babies enjoy reaching out to touch a variety of different materials with interesting textures. Older children develop the small muscles in their hands as they use tools such as scissors with increasing skill to create pictures. However, staff do not make the most of group activities to fully support children's individual needs and learning priorities. Adult-led activities do not engage all children sufficiently, and some children lose interest and distract others.

Personal development, behaviour and welfare require improvement

Staff are good role models and encourage children to behave well and cooperate during play. For example, older children happily share resources as they take their dolls for a walk and enjoy pretend play. Younger children feel secure in their familiar routines and develop the confidence to investigate toys and resources. Children enjoy eating healthy and nutritious snacks. However, staff do not consistently make the most of opportunities to promote their independence and encourage all children to help to tidy away, for example. Staff play alongside children and interact positively with them to promote their language development. However, they do not encourage children to listen carefully to each other, particularly at group times, to extend their communication skills.

Outcomes for children require improvement

Children enjoy attending but do not make the best possible progress in their learning. They are enthusiastic and enjoy their self-chosen play. Children develop good mathematical skills as they gather sticks outside and compare the different sizes. However, staff do not plan activities that engage children well enough and build on what they already know. This does not fully prepare them for the next stage in their education.

Setting details

Unique reference number	EY484972
Local authority	Devon
Inspection number	10076386
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	1 - 8
Total number of places	20
Number of children on roll	52
Name of registered person	Pascoe, Tresca Louise
Registered person unique reference number	RP904293
Date of previous inspection	11 May 2016
Telephone number	01822 615888

Tresca's Childcare registered in 2015 and is a privately owned provision in Tavistock, Devon. It is open Monday to Friday from 8am to 6pm, for 51 weeks of the year. The setting receives funding for the provision of free early education for children aged two, three and four years. There are nine members of staff employed to work directly with children, six of whom hold relevant qualifications to at least level 2. The owner has a foundation degree in early years and the deputy manager holds qualified teacher status.

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