

Ready Steady Go Childcare Ltd

10-12 Mendip Avenue, Weston Super Mare BS22 6HW



Inspection date	30 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Partnerships with parents are good. Staff keep parents well informed about their child's progress and time at the setting. Staff work with parents well to meet children's individual needs, which offers good continuity of care.
- Staff are strong teachers of communication and language skills. Children's vocabularies are developing quickly, and children are confident speakers.
- Staff implement strong key-person systems. The key persons have strong relationships with children and their families. This supports children's emotional well-being effectively.
- Children's behaviour is very good. Staff teach them a good range of social skills which help them play and learn with others well.
- Self-evaluation is thorough and effective. Staff and leaders show a strong commitment to continuous improvement, taking into accounts the views of parents, children and other professionals that they work with.
- Staff occasionally miss opportunities to extend children's learning, such as at times when children are waiting to move on to the next part of the daily routine.
- At times, the youngest children miss out on some opportunities to lead their own play.

What the setting needs to do to improve further

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

- explore ways to enhance children's learning and development even more fully at changeover times in the daily routine
- provide the youngest children with greater opportunities to make choices about what they would like to do.

Inspection activities

- Leadership and management discussions took place with the directors and leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed activities and staff interactions with children in all of the rooms and the garden.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, the setting's self-evaluation and evidence of the suitability of staff.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection and through sampling documentation.
- The inspector completed a joint observation with the pre-school leader.

Inspector

Dominique Allotey

Inspection findings

Effectiveness of leadership and management is good

Leaders offer good guidance and support to staff. They support staff professional development well, which helps to ensure consistently good-quality care and teaching for children. For example, staff undertake training and have regular staff meetings and supervision sessions to help them in their role. Monitoring and assessment are effective. Leaders and key persons track children's progress closely to quickly identify gaps in learning and put additional support in place when it is required to help children progress. This helps to ensure all children have equal opportunities to achieve. Safeguarding is effective. Staff understand their responsibilities for protecting children from harm. Leaders use regular opportunities to refresh staff knowledge and ensure they know how to respond if they are concerned about the welfare of a child in their care. For example, there are regular quizzes to test staff safeguarding knowledge, which helps them to identify any gaps in their understanding.

Quality of teaching, learning and assessment is good

Children have access indoors and outdoors to a good range of resources, toys and equipment. Staff make good use of them to make activities and play areas stimulating and attractive to children. For example, staff create quieter cosy spaces for children to relax with books. Planning is effective. Staff use the observations they make of children and what they know about their interests to plan activities. Staff plan a wide range of activities for children that stimulate them and encourage their exploration. For example, babies enjoy playing with animals in gloop, using their hands to explore. Staff are good teachers, and they are enthusiastic in their interactions with children. Staff gather information from parents when children first start. They use this well to plan what activities they will provide and use it to check children's progress.

Personal development, behaviour and welfare are good

Children of all ages benefit from time spent outside of the setting. Children have regular opportunities to go out in the local community, visiting a range of places and interacting with a wide range of people. This helps them develop social skills from a young age and helps them build an awareness of different backgrounds and cultures. For example, children visit a local residential home for the elderly and engage in play activities with them. Staff help children feel secure, such as by mirroring routines from home and giving them comfort when they feel upset. This offers children some familiarity from home and helps them settle in quickly. Staff plan lots of outdoor learning opportunities for children in the garden that are enjoyable and stimulating. This encourages children to spend some time each day playing outdoors, which promotes healthy lifestyles.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress in all areas of learning. Children have good levels of independence and self-care skills. For example, older children follow good hygiene routines and cut their own fruit snack, and younger children learn to crawl safely upstairs and drink from open cups. Children are keen to learn. They develop a good range of skills that they will need for the eventual move to school.

Setting details

Unique reference number	EY541629
Local authority	North Somerset
Inspection number	10090097
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 - 5
Total number of places	55
Number of children on roll	81
Name of registered person	Ready Steady Go Childcare Limited
Registered person unique reference number	RP541628
Date of previous inspection	Not applicable
Telephone number	01934 513449

Ready Steady Go opened in 2007 and re-registered as a limited company in 2017. It operates from Worle, near Weston-Super-mare, North Somerset. It opens each weekday from 7.30am to 6pm for 49 weeks a year. It receives funding to provide free early education for children aged two, three and four years. There are 24 members of staff. Of these, one holds qualified teacher status, one holds BSc Hons Midwifery, 17 staff hold appropriate early years qualifications at level 3, one holds early years qualification at level 2, there are two early years apprentices, one chef and one administration staff.

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