

Fairy Godmother Home From Home Childcare

7 Curlew Close, Thornton Cleveleys FY5 2AN



Inspection date	11 March 2019
Previous inspection date	Not applicable

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

- The dedicated and enthusiastic manager has high expectations of herself, the staff and what children can achieve. She regularly seeks the views of parents, children and staff and uses this information to focus on ways to improve practice.
- Parents say that they are 'very much involved in children's progress'. They are provided with ideas to continue children's learning at home and prepare for school. For example, staff provide children with a 'special pen' to promote their early writing skills.
- Staff are well qualified and experienced. They work closely with parents to get to know each child very well. Staff use detailed observations and accurate assessments of children's development. They use this information to plan purposeful activities and experiences. This helps to engage and enthuse children, who make very good progress in their learning.
- Staff provide a welcoming and nurturing environment where children and parents feel at ease and a strong sense of belonging. They are very good role models and give gentle reminders to children of behavioural expectations. Parents say that staff have helped their child to be 'kind and caring'.
- In order to further develop staff's knowledge and skills to the highest level, the manager needs to monitor the effectiveness of training more precisely.
- Staff do not consistently support children to extend their awareness of how effective hygiene practices contribute towards their good health.

What the setting needs to do to improve further

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

- monitor the impact of training even more effectively and promptly identify and address any gaps in staff's knowledge and skills
- provide more consistent opportunities for children to develop their awareness of how effective hygiene practices contribute towards their good health.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Cath Palser

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a robust understanding of their individual responsibilities in protecting children from harm. They know how to identify possible signs and symptoms of abuse and neglect. Overall, the manager uses an effective programme of training, support and monitoring of staff practice. Staff say that training has helped them to use a range of activities to promote children's early literacy skills. For example, they encourage children to sound out letters and develop the skills for early reading. Staff successfully foster effective partnerships with parents and professionals. This ensures that children receive timely and appropriate support to meet their individual needs effectively.

Quality of teaching, learning and assessment is good

Staff share information with parents to establish what each child needs to learn next. Staff promote children's language well in a variety of ways. For example, they encourage children to join in the repetitive stories and songs. Children develop good listening, attention and concentration skills. For example, they sit for sustained periods of time as they participate in the story of the caterpillar. Staff encourage older children to use the picture cards and recall the sequence of the story. They sound out new words, for example 'cocoon' and 'antennae'. Staff support children to discover different mathematical concepts, such as 'more, less' and 'the same'. Children count the legs of the bee, dragonfly and beetle as they investigate the small world insects. They are confident to share their ideas. For example, children suggest that they count the caterpillars in Spanish. Children enjoy being imaginative as they flap their arms like butterfly wings.

Personal development, behaviour and welfare are good

Children arrive with excitement and enthusiasm and settle in very well. They form a strong bond and attachment with the staff. They show they feel self-assured, safe and secure. Children show curiosity with visitors and confidently initiate conversations. They develop a growing understanding of their feelings and emotions and behave very well. Staff provide children with access to the outdoors throughout the day, where they experience all weather conditions. Children explore the wider world, supporting their understanding of diversity beyond their immediate experience. For example, they go on regular outings within the local community. They listen to Indian Kite Festival music and try lychees as they learn about Chinese New Year. Children are provided with healthy, balanced meals and snacks. Their physical and emotional well-being is promoted well.

Outcomes for children are good

Children participate in activities with enthusiasm, vigour and energy. They are active individuals with an eager disposition towards learning. Children are keen to experience new things and take on a challenge. They keep on trying, for example, as they carefully separate the paper cake cases to share with their friends. Children develop good independence skills. For example, they take off their aprons and hang them on the pegs when they have finished with them. Children are developing the skills and attitudes to help them to be prepared well for their move on to school.

Setting details

Unique reference number	EY501790
Local authority	Lancashire
Inspection number	10076919
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 - 4
Total number of places	15
Number of children on roll	33
Name of registered person	Irvin, Linda
Registered person unique reference number	RP906024
Date of previous inspection	Not applicable
Telephone number	07960262993

Fairy Godmother Home From Home Childcare registered in 2016. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 3, including three with qualified teacher status and one staff member holds a qualification at level 4. The nursery opens from Monday to Friday, all year round, except for a week at Christmas. Sessions are from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

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