

Report for childcare on domestic premises

Inspection date	15 March 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

- The nursery is extremely welcoming and inclusive. The well-qualified staff follow children's interests effectively. They offer an abundance of praise and encouragement to children to help them develop a positive approach to learning.
- Children make good progress in their learning. They particularly enjoy attending the beach sessions. Practitioners know the children well and encourage them to take risks in a safe environment. For example, children balance on the wooden timbers and jump off with support when they feel they have walked as far as they can.
- Staff are good role models who talk kindly to each other and the children. They help children to listen and develop a respect for each other. Children make good friendships.
- The management team is very professional and enthusiastic. The manager works hard to provide children with a safe and interesting place to play and learn. She routinely completes and reviews ongoing action plans, setting clear targets to make positive changes for children.
- Staff plan stimulating activities to meet children's individual needs. Children are eager to participate and concentrate for long periods of time. They display good levels of behaviour and social skills.
- Effective practices encourage parents to become fully involved in their children's learning. Staff support parents with ideas and suggestions of how they can support their children at home. They regularly share all documentation with parents, informing them of the progress their children make.
- Although the manager has effective supervision meetings with staff, she does not sharply focus training to ensure that it further enhances children's learning and development.
- The manager monitors children's individual progress extremely well. However, she is yet to apply the same detailed analysis to different groups of children to ensure all children make faster rates of progress.

What the setting needs to do to improve further

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

- focus staff training more sharply to support children to make the highest levels of achievement
- explore ways to monitor different groups of children to enable them to make even faster progress.

Inspection activities

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

Inspector
Anita Walker

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The experienced staff team understands how to keep children safe and promote their welfare. Staff and the management team have a very good knowledge of the signs and symptoms of potential abuse. They know the procedures to report any concerns they may have about children or staff. Risk assessments are comprehensive and implemented effectively. This helps to keep children safe from harm. Staff recruitment is robust and staff have regular supervisions to share information or concerns with the management team. The manager uses additional funding purposefully. For example, she has invested in writing equipment. Staff use the resources effectively to promote children's understanding of the world, language and early literacy skills, ready for school. For example, children use it to draw birds which they have identified on the beach. Staff link extremely well with external agencies to provide additional support for those children who require it.

Quality of teaching, learning and assessment is good

Staff promote children's communication and language skills well. They tune in to children's interactions and use a variety of verbal and non-verbal communication. Staff introduce descriptive language and encourage children to join in with nursery rhymes and action songs. Children move their bodies with expression and enthusiasm as they listen to the different music. Staff support very young children's physical development well. For example, they teach them to go up and down stairs carefully. Children make connections in their learning. For example, on the beach a child says, 'I nearly fell off as it's very windy'. Children have lots of opportunities to learn about the wider world. For example, they visit the local shops and go on train rides.

Personal development, behaviour and welfare are good

Older children are encouraged to follow their own ideas during outside play. Staff help them to think about how they can make a pretend ship using planks and crates. Children are motivated to work together, using their imagination. Practitioners create an extremely stimulating environment for children, which is exceptionally well resourced. This means that children are very keen to come in each day and separate from their carers with ease. Children's health and well-being are supported particularly well. A qualified chef cooks nutritious meals that children enjoy and that link to their learning. For example, the chef made 'Gruffalo pie' after the children had shown an interest in the story. Mealtimes are positive social experiences where children learn good manners. They show an interest in the food they eat and how it helps to keep them healthy.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress in relation to their starting points. Children demonstrate their willingness to think critically and have a go at tasks, meaning that they are consistently learning new information and skills. Children are very well prepared for the next stage of their learning and eventual move to school.

Setting details

Unique reference number	EY539184
Local authority	North East Lincolnshire
Inspection number	10097265
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	41
Number of children on roll	80
Registered person unique reference number	RP539183
Date of previous inspection	Not applicable

Ready Teddy Go re-registered in 2017 and is based in Cleethorpes. The setting employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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