

St Catherine's Childcare

St Catherine's CE Primary School, Marlpool Lane, KIDDERMINSTER,
Worcestershire DY11 5HP



Inspection date	3 April 2019
Previous inspection date	13 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 manager and staff are committed to continual improvement and reflect effectively on the service they provide. They value the contributions that parents and children make to this process. Recently, the manager and staff have made further improvements to the already good provision for children who prefer to play and learn outdoors.
- Staff support children's development skilfully and have a good understanding of how children learn. They provide children with quality interactions and enhance their play successfully. For example, staff follow children's interests in building towers and use this opportunity well to help children explore their understanding of height and measure.
- Staff support children's communication and language skilfully. Children listen attentively to the sounds in words and clap to show how many syllables a word has. They ask questions and engage in lively discussions. Staff provide good support to help children who experience a delay in speech and language development to progress well.
- Children make good progress and gain a secure foundation for school. This includes children with special educational needs and/or disabilities (SEND). Children have good social skills and play together harmoniously. They show a strong sense of teamwork as they carefully negotiate obstacle courses and look out for their friends.
- Staff are attentive and nurturing, and children form close bonds with them. Children who are new to the setting settle well and quickly gain confidence to play, explore and build relationships. Children are happy, secure and ready to learn.
- At times, staff do not make the best use of some daily routines to maximise the potential for children's learning.
- Staff do not consistently support children to explore and use their creative ideas freely.

What the setting needs to do to improve further

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

- review and enhance some routines to maximise opportunities for children to learn and further extend their already good skills
- extend opportunities for children to explore and use their creative ideas more freely.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a clear understanding of the process to follow should they need to report any child protection concerns. The manager monitors the quality of teaching and children's learning thoroughly. She uses this information to identify how to further improve outcomes for children. She provides staff with good support, guidance and coaching to help them to improve their professional skills even further. Recent training has helped staff to extend their understanding of how to support children with SEND. Staff have strong partnerships with parents and keep them well-informed about their child's development. They provide parents with useful ideas and activities to support children's continued learning at home. Staff work closely with other settings attended by children to provide continuity in their care and learning.

Quality of teaching, learning and assessment is good

Staff monitor children's progress closely. They identify and target any gaps in children's development quickly. Staff plan successfully for children's individual interests, development stage and the next steps in their learning. Children benefit from a wide range of activities that motivate them to practise their physical skills. Children concentrate as they carefully use scissors to create a fringe around paper. They show good control as they use cotton buds to make marks with paint and help their friends to carry large construction equipment. Staff help children to gain awareness of people and communities beyond their immediate experience.

Personal development, behaviour and welfare are good

An effective key-person system ensures that children's individual needs are met well. Children make decisions about what they want to play and staff encourage them to share their opinions. For example, children vote to decide which book they will read. Staff help children to develop their independence, safety and sense of responsibility. Children manage their toileting needs well, and learn about keeping themselves and others safe as they play. They use their initiative and decide to sweep up dried beans that have fallen on the floor. Staff help children to develop their confidence and self-esteem. Children enjoy receiving regular praise and recognition for their achievements. Children learn the importance of making healthy food choices and enjoy nutritious snacks.

Outcomes for children are good

Children progress well with their mathematical understanding. They count accurately and develop their understanding of simple calculations, such as finding one less. They clearly demonstrate how 'two and two makes four'. Children develop good literacy skills. They learn to recognise and write their names and enjoy sharing books. They eagerly practise their writing and confidently read what they have written to staff. Children develop their understanding of the world and learn about the many uses of technology. They gain an understanding of animals and their various habitats.

Setting details

Unique reference number	205442
Local authority	Worcestershire
Inspection number	10067032
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	3 - 4
Total number of places	32
Number of children on roll	58
Name of registered person	Baylie, Karen Linda
Registered person unique reference number	RP512128
Date of previous inspection	13 November 2015
Telephone number	01562 753 555

St Catherine's Childcare registered in September 2000 and is located in Kidderminster. The nursery employs seven members of childcare staff. Of these, four hold early years qualifications at levels 3 and 4 and two hold qualified teacher status. The nursery opens from Monday to Friday, from 8am to 6pm, during term time. It also provides before- and after-school care. The nursery provides funded early education for three- and four-year-old children.

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