

# After Nappies And Paddies

Rear Of 186/188 Warley Hill, Warley, Brentwood, Essex CM14 5HF

<b>Inspection date</b>	26 April 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 managers and staff reflect on and evaluate their practice and seek relevant professional development opportunities to help them to continuously improve. For example, staff attend training courses on topics linked to where they identify gaps in any of their key children's development. This impacts positively on children's outcomes for learning.
- Staff support children who speak English as an additional language well. They gain children's attention, speak clearly and use gestures to help children to make their own choices.
- Children make good progress at this small, friendly setting. Staff plan activities that are of interest to children and entice them to explore. For example, children thoroughly enjoy making potions using flowers, liquids and colours. Children use scissors, pipettes and screw lids off small bottles very well. This helps to promote their dexterity.
- Parents speak highly of the staff. They state their children feel safe and secure and receive a good education that prepares them well for starting school.
- Staff do not always gain the best possible information from parents about what children can already do when they begin to attend to help them to precisely identify their starting points in learning.
- Staff are not always successful in gaining information from all parents about how children are learning and developing at home.

## What the setting needs to do to improve further

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

- gain more precise information from parents about what children can already do when they begin to attend, to help to more swiftly identify their starting points in learning
- enhance the two-way flow of sharing information with parents, to gain more knowledge about how children learn at home.

### 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 spoke to staff and children and held a meeting with managers.
- The inspector observed an adult-led activity with the deputy manager and held a discussion with her about staff's teaching and children's learning.
- The inspector looked at a sample of documents, including staff qualifications, suitability checks and safeguarding policies and procedures.
- The inspector spoke to a number of parents and took account of their views.

#### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff have good knowledge and understanding of the signs and symptoms that may indicate concerns about children's welfare. Staff place a high priority on ensuring children are safe. For example, each month, the manager reviews any accidents that have occurred. Her evaluations show what extra safety measures are put in place to reduce risk to children. Staff turnover is low, despite this, the provider follows rigorous recruitment procedures to help ensure staff are suitable to work with children. Induction procedures are strong and help new staff to quickly understand their roles and responsibilities. Staff performance is monitored through regular observations of their practice and supervision meetings. Staff talk about the positive impact this has on their work with children.

### Quality of teaching, learning and assessment is good

Staff provide many opportunities for children to make independent choices and initiate their own play. They regularly adapt their planning to take children's interests into consideration. For example, when children show an interest in role play, staff extend this area and set it up in different ways, such as a restaurant. Children have many opportunities to practise their early writing skills, as staff provide pencils and paper in all areas. They encourage children to write down food orders or to draw plans of buildings they are going to make from construction toys. Staff make regular observations and assessments of children's learning. These are used to inform planning and support children's ongoing good progress. Staff discuss children's progress with parents and encourage them to support children's learning at home.

### Personal development, behaviour and welfare are good

Children have many opportunities to be outdoors. They enjoy using the garden for activities. For example, a new addition of a tree house provides children with opportunities for climbing stairs and to continue their imaginative play outside. Staff regularly take children to local parks or walks through woodlands, to extend their physical activity. Children's behaviour is good. They play cooperatively, take turns and show respect for each other and for adults. Children show high levels of independence and develop good self-care skills. Staff encourage children to complete tasks for themselves, such as at snack times and putting on their shoes.

### Outcomes for children are good

All children make good progress, including those who are in receipt of additional funding. They are well prepared for their next stages of learning and ultimately for school. Children enjoy looking at books and listening to stories read to them by the staff. During group story times, they confidently express their views and ideas. Children readily talk about their emotions and are able to explain the reasons they are feeling the way they are.

## Setting details

<b>Unique reference number</b>	EY541798
<b>Local authority</b>	Essex
<b>Inspection number</b>	10089711
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	15
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Nappies and Paddies Partnership
<b>Registered person unique reference number</b>	RP532213
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07889479549

After Nappies And Paddies registered in 2016. The setting employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday. A pre-school operates from 9am until 2pm and an after-school club from 3.30pm until 6pm during school term times. It provides a holiday club from Monday to Friday from 7.45am until 6pm during most school holidays. The setting provides funded early education for two-, three- and four-year-old children.

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