

Busydays Childcare

St. Stephens Methodist Church, Bideford Way, Cannock, Staffordshire
WS11 1QD



Inspection date	15 May 2019
Previous inspection date	28 January 2016

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

- Managers are committed to improving themselves professionally and regularly attend training to extend their already good skills. For example, recent training has helped them to identify how to enhance the support for children who have language delay.
- The experienced staff plan well for children's development and carefully monitor the progress that they make. They have a good understanding of each child's individual needs and successfully help them to achieve the next steps in their learning.
- All children make good progress. They develop a good range of useful skills that prepare them well for their future learning and school. Children concentrate and are well motivated to play, explore and make new discoveries.
- Staff provide good opportunities for children to be imaginative. Children develop interesting stories as they recreate familiar experiences in their role play. They pretend they are doctors and attend to the needs of their patients, such as checking their hearts and pretending to administer medication.
- Staff are nurturing and attend to children's care needs well. Children are happy, secure and form close bonds with staff.
- Staff prioritise children's independence and provide many opportunities for them to practise these skills. Children learn to manage their personal routines. For example, they get ready to play outside, help to prepare their own lunch, and use the toilet with minimal support.
- Managers do not fully include the views of parents in the self-evaluation process to help them identify even further improvements to the setting.
- Occasionally, staff do not vary their teaching strategies to fully support the different ways that children learn and captivate their interest in activities even further.

What the setting needs to do to improve further

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

- extend further the already good partnerships with parents and include them more fully in self-evaluation to help raise the quality of the provision for children to an even higher level
- enhance teaching practice, particularly staff's skills in recognising when to adapt activities, to help fully support the different ways that children learn and captivate their interest even further.

Inspection activities

- The inspector observed teaching practice and assessed the impact this has on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector reviewed some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled information and records about children's development.
- The inspector carried out joint observations of teaching with the managers of the setting.

Inspector

Anne Clift

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff have a good understanding of how to protect children and the procedures to follow if they have any concerns. Staff are vigilant and carry out regular risk assessments to identify and reduce potential hazards. They supervise children well to ensure they play safely. Managers reflect on their practice and identify where further improvements can be made. Staff involve parents successfully in children's development and provide them with useful ideas to support children's learning at home. They also work closely with professionals and other agencies involved in children's development to support their needs well. This helps to provide continuity in children's care and development.

Quality of teaching, learning and assessment is good

The environment is well resourced and staff plan effectively to promote different areas of children's learning. Staff support children's communication and language skilfully. Older children confidently express their ideas and include interesting details as they create stories in their play. Conversation flows freely as children contribute to discussions about topics that interest them, such as playing in their paddling pools. Staff plan well for children's physical development, especially to support their small-muscle skills. Children use their hands to operate syringes and squeeze water sprays to extinguish pretend fires. Children also enjoy using wheeled vehicles and sensibly steer these around a marked road track.

Personal development, behaviour and welfare are good

Children behave well and respond positively to the gentle reminders from staff about what is expected from them. They learn to share, take turns and play harmoniously with the friends they have made. Staff encourage children to make healthy choices. Children learn the importance of good hygiene routines, a balanced diet and that some foods are more beneficial than others. They also understand the importance of protecting their skin when they play out in the sun. Staff provide children with a good range of experiences that help them to develop an awareness of the wider world. For example, they explore different cultures, celebrate a variety of festivals and try new foods.

Outcomes for children are good

Children become successful learners who are inquisitive and curious. They use their creative ideas freely. They concentrate as they paint with forks and consider the effects made. They talk about their design ideas and have clear vision about what they want to make. Children use tools such as scissors to carefully cut around the drawings they have produced. They use rollers and cutters to shape dough. Children learn about people in the community who help us and how to dial '999' in an emergency. They progress well with their mathematical understanding and literacy skills. Children practise sorting objects by colour and use language to compare the size of objects. They learn about letters and their sounds. They also understand that marks convey meaning as they eagerly write prescriptions for medicines in their role play.

Setting details

Unique reference number	EY474539
Local authority	Staffordshire
Inspection number	10075714
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	12
Number of children on roll	7
Name of registered person	Busydays Childcare Partnership
Registered person unique reference number	RP907092
Date of previous inspection	28 January 2016
Telephone number	07932041878

Busydays Childcare registered in 2014. The setting employs two members of childcare staff, who are also the providers and managers. Both hold appropriate early years qualifications at level 3. The setting opens on Tuesday, Wednesday and Thursday from 8.45am to 12.45pm, and on Friday from 8.45am to 11.45am, during term time only. The setting provides funded early education for two-, three and four-year-old children.

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