

Traquinas Childcare

36 Croxton Road, Thetford IP24 1AG



Inspection date	17 May 2019
Previous inspection date	8 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

- The manager and owner set a clear ethos and vision for the setting. Staff are valued as contributors to the setting's development plans and feedback is sought from parents.
- Staff are sensitive and responsive to children's emotions. They provide reassurance and comfort to children if they are upset or unsettled. Children form good relationships with staff. They demonstrate that they feel safe and secure in the setting and settle well.
- Staff show children how to make different shapes with construction materials. They teach children the names of different shapes, such as circles and triangles.
- Children develop skills to support their future learning experiences. For example, they play cooperatively, readily take turns with equipment and listen carefully to staff.
- Staff introduce non-fiction books in response to children's interest in flowers. They encourage children to recognise the differences between individual flowers. Staff talk about the different types of plants and children's own gardening experiences.
- Staff make regular, accurate assessments of children's learning to plan activities and identify where children may need extra support. All children, including those with special educational needs and/or disabilities and those in receipt of additional funding, make good progress from their starting points.
- Parents comment on the friendly staff team and how much their children enjoy attending. They report that staff keep them well informed about their children's day, activities and achievements. Parents appreciate the variety of trips and additional experiences, such as ballet and swimming, provided for their children to enjoy.
- Staff are good role models. They interact with children and their colleagues in a warm and respectful way. Staff foster children's sense of belonging well. They create a 'friendship tree' with photographs of children enjoying different activities with their friends.
- Staff do not implement highly effective strategies to engage all parents in their children's learning.

What the setting needs to do to improve further

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

- explore different approaches to enhance partnership working with parents; strengthen opportunities for parents to share their knowledge and increase guidance for them to further support and extend their children's learning 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 held a number of discussions with the manager and owner. She looked at relevant documentation, including children's learning records, and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation and evaluation of an activity with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents through conversations during the inspection and written feedback provided.

Inspector
Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and her staff have a good understanding of their duty to keep children safe. They regularly attend child protection training to refresh their knowledge of how to identify and report any concerns about a child's welfare. The manager and leaders monitor children's progress regularly and use the information gained, alongside their own reflections, to identify gaps in learning and make changes or improvements to the provision. Additional funding, such as early years pupil premium, is used to support children's development effectively. The manager provides supervision and training to improve the skills of the team and individual staff. For instance, new staff attend training to learn about the particular needs and development of babies.

Quality of teaching, learning and assessment is good

Staff teach older children a traffic light game. Children learn the meanings of the different coloured signs and delight in running as quickly as they can when the card is green. Staff support children's understanding of road safety and give them an opportunity to move boisterously. Staff teach children about the things plants need to stay alive and grow. Children recall that plants need water and sunshine. Staff provide children with relevant vocabulary during play. For example, they use descriptive language to talk about the texture, temperature and sensations of ice. Staff encourage children to practise their thinking skills. They ask children to make suggestions and predictions, such as how they can make ice melt. Children talk about using warm water or putting it outside in the sunshine. They delight in melting pieces of ice with warm water and use spoons, pipettes and metal containers to swirl and smash the blocks. Staff support all children to communicate and be fully included in activities. For instance, they encourage children to use sign language and pictures, as well as speech, to express themselves from a young age.

Personal development, behaviour and welfare are good

Children are confident and independent. Older children pour themselves drinks of water and cut up their own fruit. Staff encourage babies to practise using spoons and to peel the cake case from their pudding. They talk to children about the importance of eating varied, healthy foods to support children's growth and give them energy. Older children collect pips from their fruit to plant in the garden. Children talk about growing 'as tall as daddy!' as they eat. Staff help children to develop a good understanding of appropriate behaviours, for example using kind hands. Staff promote children's developing self-care skills well. For instance, they support them to potty train and teach them how to put their coats on independently. Children take responsibility for small tasks, such as washing up their plates and cups. Staff teach children how to use different tools, such as pipettes and scissors, effectively and safely.

Outcomes for children are good

Children develop curiosity and explore activities eagerly. They check the bug hotel for new residents, rock on the large bench swing and make potions in the mud kitchen. Children begin to explore and understand cause and effect, for example as they are making ice melt or examining dead plants that were not watered.

Setting details

Unique reference number	EY486211
Local authority	Norfolk
Inspection number	10076410
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	0 - 4
Total number of places	22
Number of children on roll	49
Name of registered person	Traquinas Limited
Registered person unique reference number	RP908094
Date of previous inspection	8 January 2016
Telephone number	01842338490

Traquinas Childcare registered in 2015. The setting employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday from 7.30am until 6pm, for 52 weeks of the year, except for bank holidays. It provides funded early education for two-, three- and four-year-old children.

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