

Madcaps

Market Deeping CP School, Willoughby Avenue, Market Deeping,
Peterborough, Cambridgeshire PE6 8JE



Inspection date	27 June 2019
Previous inspection date	21 April 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

- Children demonstrate they are happy and feel safe in the setting. Staff take time to build positive relationships with children and get to know them well. This supports children's personal and emotional development.
- Staff make accurate observations and assessments of children's play and learning. They use this information to plan for children's next steps in their learning.
- All children make good progress from their starting points, including children who speak English as an additional language or those with special educational needs and/or disabilities.
- The provider, who is also the manager, evaluates the quality of the setting continually and effectively. She takes into account the views of parents, staff and children. For example, she is currently re-developing the garden area to offer children even more learning opportunities.
- Staff are not successful in engaging all parents to be fully involved in their children's learning. However, they do keep parents informed about their children's daily activities and the progress they make.
- On a small number of occasions, staff do not deliver activities that are adapted for the age and stage of development for individual children. This means children sometimes become bored during these sessions.

What the setting needs to do to improve further

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

- find different ways to encourage all parents to be fully involved in their children's learning
- refine the delivery of some activities to take into account the age and stage of individual children.

Inspection activities

- The inspector observed the quality of teaching as children played inside and outside. She undertook a joint observation of an activity with the provider and discussed the strengths and weaknesses of the teaching.
- The inspector spoke with the provider, the management team, staff and children at convenient times during the inspection.
- The inspector considered the views of parents through discussions and written feedback.
- The inspector sampled documentation, including children's assessment records and the setting's self-evaluation.

Inspector
Susan Sykes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are clear about the signs that may mean a child is at risk of harm and understand the procedures to report their concerns. This helps to keep children safe. The provider uses robust procedures to safely recruit new staff to ensure they are suitable to work with children. The provider suitably monitors staff practice. For example, she and senior staff observe staff interactions with children. Managers and staff have regular meetings to reflect on their practice and improve this. For example, they have recently reviewed and developed how children's progress is monitored. The well-qualified team of staff has good levels of support to develop its skills and knowledge further, for example, through attending courses. This helps all staff to offer children good-quality teaching and learning opportunities.

Quality of teaching, learning and assessment is good

Staff provide a wide range of interesting and exciting activities, indoors and outside, that motivate children to learn and be involved. Staff support children's communication and language development well. For example, older children excitedly talk about a recent visitor to the setting who brought in a variety of bugs and insects. They talk about the insects they saw and the features the insects have, enthusiastically recalling that 'a spider has eight eyes'. Staff use sensitive questioning and actively listen to what children say, engaging them in meaningful conversations. They help children to use modelling clay and a range of natural materials to create their own bugs. Staff follow children's interests well, as children eagerly explain what they are making. Staff working with younger children lead singing sessions, during which children join in with the words and actions. Staff help children to develop their early use of technology. For instance, they help children to use programmable toys, setting the toys to reach identified targets.

Personal development, behaviour and welfare are good

Staff offer flexible settling-in procedures for new children. This helps them to become quickly confident in their new environment. Staff are skilled at helping children become independent. For example, children prepare their own healthy snacks using safety knives. Staff are sensitive with their interactions with children. They know when to step in or when to allow children to play independently. For instance, children developed their own game of musical statues. They negotiated the roles and rules of the game with each other, while staff were watchful to ensure all children cooperated well together. Children learn to respect each other and the differences between them. For example, staff plan activities to help children understand about other cultures and celebrations.

Outcomes for children are good

Children are making good progress and are developing typically for their age and stage of development. They are forming firm friendships and show they respect each other. For example, they work together to make a ramp to climb up onto a climbing frame. Children gain the skills that prepare them well for the next stage of their learning and the eventual move on to school.

Setting details

Unique reference number	253774
Local authority	Lincolnshire
Inspection number	10072689
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	2 - 11
Total number of places	62
Number of children on roll	125
Name of registered person	Bell, Susan Julie
Registered person unique reference number	RP511495
Date of previous inspection	21 April 2016
Telephone number	01778 344896

Madcaps registered in 1995 and is based in Market Deeping, Lincolnshire. The setting employs 10 members of childcare staff, nine of whom hold appropriate early years qualifications at level 3 or above. Pre-school sessions are provided Monday to Friday during term time from 9am to 3pm. The setting offers out-of-school provision Monday to Friday during term time, from 7.30am until 9am and from 3.30pm until 6pm. Holiday provision is offered for one week at Christmas and one week during the main summer holidays. These sessions run from 7.30am until 6pm. The setting receives nursery education funding for two-, three- and four-year-old children.

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