

Thorpe Willoughby Childcare Centre



TWCC, Londesborough Grove, Thorpe Willoughby, Selby, North Yorkshire
YO8 9NX

Inspection date	17 July 2019
Previous inspection date	4 July 2014

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 management team demonstrates a dedicated commitment to making improvements and seeking the views of staff, parents and children. It routinely reviews the provision and sets clear targets to make positive changes for the benefit of children.
- An effective key-person system helps children to quickly form positive relationships with staff. Staff gather appropriate and detailed information about children before they start. Children are very happy, settled and have secure attachments with staff.
- Staff work well to meet the needs of children with special educational needs and/or disabilities. They offer an inclusive environment. Staff liaise well with other professionals. They use additional funding well to support children's individual needs.
- Children learn compassion and kindness. For example, older children support younger children in accessing activities. Staff celebrate children's efforts and offer genuine praise and encouragement. This helps to promote children's confidence effectively.
- Staff deployment throughout the provision is good. Staff remain near children at all times and are vigilant about children's safety. The supervision of children is given the utmost priority by attentive staff. The experienced staff team works very well together.
- Partnerships with parents are good. Staff share information with parents about children's achievements. They offer parents advice and support about how they can continue their children's learning at home.
- On occasions, some adult-led activities do not identify opportunities to offer an even greater challenge to children and allow them to introduce their own ideas, to extend their learning further.
- Staff do not consistently maximise opportunities for children to learn about what contributes towards a healthy diet.

What the setting needs to do to improve further

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

- adapt teaching during adult-led activities, to enable children to fully introduce their own ideas and maximise their motivation and engagement even further
- support children more effectively to learn about healthy eating.

Inspection activities

- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times. She held a meeting with the centre manager.
- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed documentation, including public liability insurance, policies and procedures, and evidence of the suitability of staff.
- The inspector carried out a joint observation with the manager. She discussed self-evaluation and the impact this has on the centre.
- The inspector spoke to a number of parents and other professionals during the inspection and took account of their views.

Inspector
Caroline Stott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Robust recruitment procedures and ongoing supervisory sessions ensure that staff are, and remain, suitable for their role. Staff attend regular training and are inspired to gain further qualifications to improve their knowledge and practice. Staff are fully aware of their responsibilities to protect children and have a clear understanding of the signs, symptoms and indicators of abuse. They are aware of the procedures to follow should they have any concerns about a child's welfare or allegations against adults. The staff support each other well. They communicate consistently throughout the sessions and share information about where children are. This ensures that all children are supervised at all times. Partnership working is strong. Links with the local authority, host school and parents are good. Parents are kept well informed about their children's developmental progress.

Quality of teaching, learning and assessment is good

Staff make regular observations of children to understand more about their current interests. They use these observations to plan the environment well. Younger children thoroughly enjoy sensory activities. They enjoy playing in the sand and with bubbles in the water. Older children have a wealth of opportunities to develop their mark-making skills. As they paint and draw, they animatedly tell adults what their marks mean. Older children count to 20 alongside staff during registration of children's attendance. This helps to promote children's mathematical skills. Staff lead story-time sessions that are engaging and enjoyable for older children. They encourage children to join in with familiar refrains and answer questions about the story. This helps to support children's communication and language skills.

Personal development, behaviour and welfare are good

Children demonstrate positive relationships with staff. They confidently talk to them about their interests and demonstrate that they are emotionally secure. Children's behaviour is good. They learn how to share resources and to take account of other children. Staff are very calm and good role models for children. Staff provide opportunities for children to be physically active in the well-resourced outdoor areas. Younger children display good levels of energy and physical competence as they push themselves around in cars and dig in the sand. Older children roll balls to each other and enjoy spraying water on to the wall. Staff use this activity effectively to promote children's awareness of fire safety. Children demonstrate their independence and good awareness of hygiene procedures. For example, they wash their hands in preparation for snack times and lunchtimes.

Outcomes for children are good

Children make good progress in relation to their individual starting points and capabilities. They know and understand the daily routine well as they follow clear instructions from staff. Children choose where and what they want to play with and develop good relationships with staff and their peers. Older children concentrate and listen attentively during a story and are beginning to link letter sounds to their names. Children are developing the key skills needed to support their future learning.

Setting details

Unique reference number	400302
Local authority	North Yorkshire
Inspection number	10106097
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 - 10
Total number of places	42
Number of children on roll	57
Name of registered person	Thorpe Willoughby Playgroup Committee
Registered person unique reference number	RP518626
Date of previous inspection	4 July 2014
Telephone number	01757 291186

Thorpe Willoughby Childcare Centre registered in 1977. The provision is a community centre which operates from two buildings in the school grounds of Thorpe Willoughby School in North Yorkshire. It employs 11 members of childcare staff who work directly with the children. Of these, nine hold appropriate early years qualifications at level 3 or above. One member of staff holds early years teacher status. The centre opens from Monday to Friday, all year round, except for bank holidays and a week at the end of August and a week at Christmas. Sessions are from 7.30am until 6pm. The centre provides funded early education for two-, three- and four-year-old children.

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