

# Belmont Childcare Limited

Stifford Children's Centre, Parker Road, Grays RM17 5YN



<b>Inspection date</b>	30 July 2019
Previous inspection date	15 September 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- Not all the required documents are easily accessible for inspection. The nominated individual, who also acts as the manager, is unable to provide evidence that staff working during the school holidays hold valid first-aid qualifications.
- The arrangements to monitor, mentor and train staff are not fully effective. There are clear inconsistencies in the quality of teaching across the staff team.
- Staff are not consistently using effective ways to encourage children to take care of the resources and their environment.

### It has the following strengths

- Staff's relationships with children are sensitive, supportive and caring. They help children learn how to play harmoniously and develop social skills, in preparation for future learning.
- The partnerships with parents are strong. Parents are complimentary about the good relationships they have with staff. They report that their children settle easily and quickly. Parents say they appreciate the helpful information they receive about their child's care each day.
- Staff work closely with other professionals, outside agencies and local schools. They follow their guidance well to plan targeted interventions in order to support children with special educational needs and/or disabilities.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due date
ensure that all the appropriate records are easily accessible and available for inspection; this refers to keeping a clearer record of current first-aid certificates	30/08/2019
improve the support, coaching and training for staff so they increase their personal effectiveness and all children benefit from good-quality adult interactions and guidance.	30/09/2019

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

- provide greater opportunities to encourage children to take care of the resources and their environment.

### Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the nominated individual, who also acts as the manager.
- The inspector held discussions with the nominated individual, staff and children at appropriate times during the inspection.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Pat Champion

## Inspection findings

### Effectiveness of leadership and management requires improvement

The nominated person has not maintained all the staff's records efficiently. She is unable to provide the essential information to show that there is always a member of staff on the premises with a current first-aid certificate, particularly in the school holidays. Despite this, staff are vigilant about the children's safety and security. Safeguarding is effective. Staff have an adequate understanding of child protection issues. They know the procedures for reporting concerns about a child's welfare. There have been significant changes to key staff over the last year and limited opportunities for staff training. Although the required staffing ratios are always met, the nominated individual recognises that the quality of teaching has declined since the last inspection. She has already taken some action and has welcomed support from the local authority advisers. With this support, teaching is now more closely monitored. However, the plans for improvements are not yet embedded into regular practice.

### Quality of teaching, learning and assessment requires improvement

Overall, staff are experienced and qualified. However, the quality of teaching is variable and not consistently strong. Not all staff confidently engage children in conversation, or consistently support children to communicate and extend their own ideas. This impacts on how engaged some children are in activities. At times, they wander aimlessly. Nevertheless, staff get to know the children well. They use some children's interests to encourage them to develop an interest in numbers and counting. For example, children count and sort small dinosaurs. They discover number cards hidden in the outdoor area. Older children are encouraged to recognise and write their own names. Younger children make marks with water and paintbrushes outdoors. The nominated individual and staff assess children's progress regularly. They plan for each child's development using their observations and information they gain from parents.

### Personal development, behaviour and welfare require improvement

Children are polite and show respect for each other. However, staff do not consistently organise the play environment in a way that encourages children to take care of the toys and resources. The key-person system works well and ensures all children's basic care needs are supported. Nappy changing and toilet training are sensitively carried out. Staff promote children's good health. Children know to drink plenty of water on a warm day. They eat healthy snacks. Children enjoy active play outdoors. They develop their coordination and physical skills. Staff teach children about keeping safe. Children learn to ride bicycles in the same direction to avoid bumping into obstacles or each other. They also learn about road safety as they experiment using traffic signals in their play.

### Outcomes for children require improvement

Not all children are consistently challenged or engaged to make the best possible progress. Nonetheless, older children do develop the basic skills they need in readiness for the move to school. Children develop their independence well. For example, they pour their own drinks, help to prepare and serve food at snack times and manage personal hygiene routines confidently. Children enjoy looking at books, listening to stories and singing songs with their friends.

## Setting details

<b>Unique reference number</b>	EY489293
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10117772
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Belmont Childcare Ltd
<b>Registered person unique reference number</b>	RP533644
<b>Date of previous inspection</b>	15 September 2016
<b>Telephone number</b>	07938770785

Belmont Childcare Limited registered in 2014. It is one of two settings run by the same organisation. The nursery employs 17 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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