

Report for childcare on domestic premises

Inspection date	8 August 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Outstanding	Outstanding	1
	Previous inspection:	Not applicable	

Effectiveness of leadership and management	Outstanding	1
Quality of teaching, learning and assessment	Outstanding	1
Personal development, behaviour and welfare	Outstanding	1
Outcomes for children	Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The owner is a highly qualified, inspirational early years practitioner who is focused on ensuring that every child makes the best possible progress. She leads a committed team of well-qualified staff who passionately share her vision.
- The management team actively seeks the views of children, parents, staff and a range of other professionals as part of its drive for continual improvement. It makes changes which have a positive impact on outcomes for children.
- Staff make the most of every possible learning opportunity, inside and outdoors. Children spend time on the farm and in the nearby woodland, developing deep connections with the natural world and learning how to care for animals.
- Partnerships with parents are exceptional. Constant communication ensures that children's prior learning and home experiences are built upon. For example, staff plan a seaside small-world activity to extend children's holiday memories.
- Staff build excellent partnerships with other professionals to support children with special educational needs and/or disabilities (SEND). Parents are encouraged and helped to access services which improve their family life.
- Staff work together as an exceptionally strong team to ensure that assessments of children's learning are accurate and used effectively. Planning focuses on very specific individual targets to help children achieve their next steps in learning quickly.
- Staff have extremely high expectations of the children in their care and help children to develop excellent social skills. For example, children play cooperatively, take turns and begin to be able to resolve differences without adult intervention.
- Staff plan individualised programmes to ensure that children are very well prepared when they move between rooms. They accompany children on visits to school if they need additional support to settle and feel safe.

What the setting needs to do to improve further

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

- continue to explore innovative ways to further enhance and maintain the high quality of teaching.

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 spoke with staff and children during the inspection.
- The inspector completed joint observations with the setting owner.
- The inspector held a meeting with the setting owner. The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Julia Matthew

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have an excellent understanding of the signs and symptoms of abuse and follow robust policies and procedures meticulously to keep children safe. Systems for the safe recruitment, induction and ongoing development of staff are highly effective. The owner ensures that continued professional development is precisely focused on what will improve outcomes for children. She is keen to strengthen this even further as part of her relentless drive to continually raise the quality of teaching. There are an abundance of ways that parents access information, such as newsletters, written reports, online records and directly from staff. This ensures that parents feel extremely well informed and involved.

Quality of teaching, learning and assessment is outstanding

Teaching is precisely targeted at extending children's knowledge in a fun and challenging way. For example, children excitedly search for worms to add to their wormery. Staff enthusiastically join in and support children to transport the creatures safely. Staff help children to extend their fascinations. Children become engrossed for long periods exploring the different textures in a builder's tray rock pool filled with seaweed, sand and stones. Inside, staff work seamlessly together to support children who are new to the setting. Children are quickly confident to explore their surroundings and access resources. Babies giggle excitedly as they sing songs and rhymes and shake musical instruments. Children of all ages thoroughly enjoy books and demonstrate excellent early reading skills. For example, as they share a story with a member of staff, children talk about the characters, their emotions and join in saying the rhyming words they know. Staff promote practical ways to extend mathematical knowledge. Children talk about 'full' and 'empty' as they test out the capacity of a range of containers. They use positional language, count, sort and solve problems as they play.

Personal development, behaviour and welfare are outstanding

Staff focus on ensuring children feel secure. When children start in the setting, staff give them time to develop a bond with a member of staff, who then becomes their key person. The owner plans the staff rotas so that each child's key person is there when they arrive and when they leave. This enables staff to celebrate children's achievements and experiences with parents, who can build on these at home. Children are exceptionally well supported to develop good manners. They mirror the behaviour of staff who are excellent role models and treat everyone with politeness, sensitivity and respect. Staff help children to develop responsibility. For example, children enthusiastically help to look after their chickens.

Outcomes for children are outstanding

All children, including those in receipt of funding and with SEND, make excellent progress from their unique starting points. Children show excellent control as they build towers with different types of construction and think about how to make them taller. Children remain focused for long periods relative to their ages. They are very well prepared and ready for school when it is time for them to move on from the setting.

Setting details

Unique reference number	EY541544
Local authority	Cumbria
Inspection number	10090364
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	32
Number of children on roll	68
Registered person unique reference number	RP541543
Date of previous inspection	Not applicable

Woodend Country Childcare re-registered in 2017 and is situated in the village of Lamplugh, near Cockermouth, Cumbria. The setting employs 16 members of staff. Of these, 10 hold appropriate early years qualifications at level 3, two at level 4 and three at level 6. The setting opens Monday to Friday, all year round from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language and with SEND.

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