

# Inspection of Little Bowden and Harborough Childcare

St Nicholas Church Hall, Rectory Lane, Little Bowden, Market Harborough,  
Leicestershire LE16 8AS

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Inspection date: 10 February 2020

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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| Overall effectiveness at previous inspection | Good |
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## What is it like to attend this early years setting?

### The provision is good

Children clearly enjoy the time they spend in this setting. They arrive enthusiastically and are welcomed by staff before registration. Children feel safe and secure in an environment that promotes their interests and unique ways of exploring. The staff promote good communication with parents. A good understanding of where children come from is celebrated and supported. For example, children use a 'travel bear' to talk about their time at home. The learning environment is tailored to build on what children experience at home, for example by having a café or garden centre for role play. Children settle quickly and have strong attachments with staff. They seek out help and advice from adults to further their play ideas, for example by asking for help with cutting or for extra materials to add to their junk modelling. Children with additional needs are well supported. Staff know the children well and use their interests to plan a range of interesting opportunities each week. This ensures the curriculum is well covered with appropriate expectations for each age group. Activities encourage creativity, allowing children of mixed ages to access learning with the support of an adult. This ensures children are well prepared for their next stage in learning. Children behave well.

### What does the early years setting do well and what does it need to do better?

- Staff support the children in having the confidence to be independent individuals. This builds their self-esteem and confidence as the children discover their likes and dislikes. For example, children prepare their own snacks and pour their own drinks.
- The staff develop their play spaces by adding dens and covered areas to promote social communication and language skills. Vocabulary is modelled well, and speech and letter sounds are promoted throughout. However, on occasions, staff do not extend opportunities to develop children's thinking.
- Children are encouraged by staff to be independent by involving them in making decisions about the day. Children are encouraged to make choices such as the colours of paint they want to use. The staff respect and build upon children's ideas by listening to them attentively.
- Partnerships with parents are strong. Staff work collaboratively to find out about the children and their life at home. Experiences are then planned to build on this knowledge. Parents comment positively about the provision, especially the progress their children make.
- Children develop their learning across a wide educational programme. Staff interact and play with the children well. Children learn about a range of cultures and traditions to integrate them into a diverse society. They have good behaviour and attitudes to learning. For example, children chase each other playfully outside and take turns in using ribbons and bikes. Children want to

learn and ask questions to seek information. However, younger children are not always challenged to fully extend their concentration, especially during group activities which engage older children well.

- Creative learning and imagination are promoted well through play. Staff understand the need for children to be individual and experiment with their own ideas. For example, children make hair from wool or wear t-shirts on their heads when pretending to be a princess. Problem-solving and understanding of the world are delivered effectively. However, when staff help children use boxes to create rockets and musical shakers, opportunities to develop mathematics and mathematical thinking are sometimes missed.
- Managers have effective support systems in place for staff and are mindful of their workload and well-being. For example, staff are given time to complete paperwork. The staff attend training opportunities and cascade information well through the team. Managers set clear objectives in their setting development plan. This is relevant to the needs of the children in the setting.
- Managers monitor the progress children make and set appropriate next steps. This is included in planning and ensures learning is purposeful for each child. Children with additional needs are supported well and the setting works alongside other agencies effectively. This ensures children progress well from their starting points.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure knowledge of the signs and symptoms of abuse, neglect and the 'Prevent' duty. They are fully aware of how and when to report concerns. Policies and procedures are robust. Managers know how to make a referral and what to do if an allegation is made against a member of staff. Staff regularly attend safeguarding training. They use the internet and local authority to keep informed about changes to information and legislation. Managers carry out regular appraisals to ensure staff are well trained in line with their development plan. The setting is safe and secure.

## What does the setting need to do to improve?

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

- provide further opportunities to support younger children's attention and concentration skills
- explore ways of questioning for all staff to extend children's learning, especially with mathematics and mathematical thinking.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 226431  |
| <b>Local authority</b>                           | Leicestershire  |
| <b>Inspection number</b>                         | 10064538  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Sessional day care  |
| <b>Age range of children</b>                     | 2 to 4  |
| <b>Total number of places</b>                    | 24  |
| <b>Number of children on roll</b>                | 30  |
| <b>Name of registered person</b>                 | Hobbs, Tracey   |
| <b>Registered person unique reference number</b> | RP511513  |
| <b>Telephone number</b>                          | 07983510965   |
| <b>Date of previous inspection</b>               | 20 May 2016   |

## Information about this early years setting

Little Bowden and Harborough Childcare registered in 1971. It operates from a church hall situated in the village of Little Bowden, near Market Harborough. The pre-school opens during school term times. Sessions are from 8.40am to 3pm every Monday, Tuesday, Thursday and Friday, and 8.40am to 11.40am on a Wednesday. The pre-school provides funded early education for two-, three- and four-year-old children. There are six members of staff employed. Of these, one holds early years professional status, one holds a relevant qualification at level 5 and three hold level 3.

## Information about this inspection

### Inspector

Donna Edwards

## Inspection activities

- The inspector viewed all areas used by the children. Managers discussed how the setting organises the learning for children. The inspector spoke to the children, staff, managers and parents at convenient times throughout the inspection
- The inspector observed a range of activities, assessed the quality of teaching and the impact on children's learning and development. She carried out a joint evaluation of an activity with the senior manager.
- The inspector took account of parents' views during the inspection through speaking to them and discussing progress, induction and effectiveness of communication.
- The inspector sampled a range of documentation, including training certificates, records of attendance and safeguarding policies.

We carried out this inspection 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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