

# Inspection of Blue Giraffe Childcare (Droitwich)

47 Old Coach Road, DROITWICH, Worcestershire WR9 8BE

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Inspection date:

29 July 2021

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thoroughly enjoy the time they spend in this vibrant and inspiring setting. They make choices in their play from a vast array of innovative and exciting resources. They are encouraged to extend their own learning and, as a result, they are confident, enthusiastic, and highly motivated learners. Children are fully involved in making decisions and their opinions and ideas are valued and respected. Older children take part in a children's council to encourage them to share their views and know that their voice is being heard.

Children form close attachments to staff and demonstrate that they feel safe and secure in their care. Babies benefit from warm interactions and cuddles in a calm and soothing environment. Children's behaviour is exemplary. They learn to share and respect other children's ideas. They manage their emotions with the help of emotion spoons. Younger children start with simple emotions, such as happy and sad, and older children learn more complex emotions to help them express how they feel. Staff are excellent role models and use positive praise and reinforcement to help children manage their emotions and learn acceptable behaviour.

Staff have high expectations for every child. Children who have special educational needs and/or disabilities receive extensive additional support and encouragement to enhance their learning experiences. All children take part in activities that are tailored to meet their individual needs and interests. As a result, they make rapid progress in their learning.

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

- The setting benefits from a cohesive, knowledgeable, and highly motivated management team. They have worked closely with local authority advisors to ensure that actions set at the previous inspection have been met. Staff have attended copious amounts of training to enhance all aspects of their practice. As a result, the setting has made significant progress. In addition, staff are inspired to carry out their own research, which they disseminate to their peers. This leads to a proficient and accomplished workforce, who strive to ensure that children's learning and well-being are given the utmost priority.
- Managers and staff have a comprehensive overview of the curriculum and ensure that it is tailored to each child's individual needs and learning goals. Planning in every room is linked to children's individual preferences, interests and learning styles. Staff carry out cohort tracking and summative assessments so that they can quickly identify any gaps. Activities are successfully differentiated to meet the different ages and learning intentions of children taking part.
- Developing children's communication skills is a key focus in the setting.

Initiatives, such as 'Babble to chatter' and 'chatter boxes' containing age-appropriate resources, further enhance and support children's language. Staff continually model language and introduce children to new words as they play. The setting has been chosen as a communication-friendly setting and managers are working towards obtaining accreditation. Children and parents who speak English as an additional language receive exceptional support.

- Staff are highly valued. Their well-being has been given top priority during the recent pandemic and this has continued. A mindful tree in the staff room is decorated with positive comments that staff make about each other. An appointed well-being champion shares ideas and tips with staff to help support their mental health. During research, staff have found that different scents and textures support mental health and well-being and these have been introduced throughout the setting. In every room, children take part in activities that are planned to incorporate citrus fruits, fresh flowers and herbs. They particularly enjoy play dough that is infused with orange and fresh mint.
- Children are extremely well prepared in readiness for the move on to school. They gain listening and attention skills and develop their independence. Staff take children on walks past the school. They make 'starting school' books with the children, which contain photographs of uniforms, staff and the school building to help children become familiar with them. Staff share detailed information with school coordinators so they are familiar with children's interests and stage of development before they start.
- Partnerships with parents are excellent. Parents are provided with in-depth information about their child and are supported to be fully involved in their child's learning. Staff provide ideas to encourage parents to continue children's learning at home. Staff have introduced additional support for parents, such as a food bank and a 'breakfast on the go' basket. Staff research and provide information to parents on a variety of topics, such as baby led weaning, potty training and separation anxiety. Parents speak highly of the setting. They say that the standard of care is really good and that staff are very supportive of children.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have an exceptional knowledge of how to keep children safe. They have an excellent understanding of the signs that may indicate that a child is being abused. This includes wider safeguarding issues, such as the 'Prevent' duty, witchcraft, internet safety, modern slavery and county lines. They work closely with outside agencies to ensure all children are safeguarded. Managers continually test the staff's knowledge through scenarios and questions. Premises are safe and secure. Staff carefully explain to children about how to keep themselves safe while encouraging them to take controlled risks. Under close supervision, older children play with real tools, such as screwdrivers and hammers in the construction area.

## Setting details

<b>Unique reference number</b>	EY387436
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10190024
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Renu Khosla & Rishi Khosla Partnership
<b>Registered person unique reference number</b>	RP528702
<b>Telephone number</b>	01905 796849
<b>Date of previous inspection</b>	10 July 2019

## Information about this early years setting

Blue Giraffe Childcare (Droitwich) registered in 2009. The nursery employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and above, including three who hold level 6 and one who holds level 4. The nursery operates all year round, Monday to Friday, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Johnson

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- A meeting was held between the inspector, the provider and the managers.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with one of the managers.
- The managers and the inspector completed a learning walk together. They observed staff's teaching practice during activities and discussed the curriculum.

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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