

Inspection of Goddard Park Day Care Centre

Goddard Park Primary School, Welcombe Avenue, Swindon, Wiltshire SN3 2QN

Inspection date: 17 August 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children feel safe and secure in this deeply caring day care. They form strong attachments to staff, who are affectionate and nurturing. Staff encourage babies to explore the world around them. For example, babies feel rough sticks and let mud run through their fingers. They splash in the water tray and climb and scramble. They sway and dance to familiar songs that staff sing as they play. Staff follow home routines for personal care, which they conduct with warmth and respect. Children become engrossed in a wealth of fascinating and highly challenging activities and experiences, which staff expertly provide. Older children are curious and make their own discoveries, such as finding that seeds will float to the surface if they put too much water in the pot. Children are confident and impressively independent, serving and clearing away their own lunch, for example. Children make exceptional progress. They start school with the skills and knowledge they need, and a real thirst for learning.

Staff are highly alert to children's interests and changing emotions. From the earliest age, staff teach children how to express themselves, using words, pictures, and gestures. Children feel valued because they know adults listen to them and understand. Staff teach them ways to manage their strong emotions. Staff are understanding of children's individual needs, such as if they need to get up and move around before returning to concentrate at an activity. Children are kind, helpful and behave exceptionally well.

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

- Leaders are ambitious for children and staff. The inspirational manager involves staff in researching how children learn best. Leaders target professional development opportunities for staff and encourage them to gain additional qualifications and take on specialist roles. They use additional funding effectively to support children's development. This contributes well to the progress children make in their learning.
- The COVID-19 pandemic has severely affected many families. This has led to a substantial number of children entering day care with slower than expected development, especially in language and social skills. Leaders prioritise additional adult support for these children to help them catch up by the time they start school.
- Staff focus strongly on developing children's communication and language. They model and explain key words, so that children talk increasingly confidently about what they are doing and recall past events. For example, children explain how they have 'cracked the husk to get the seed' and how there are 'cats on the track' of their imaginary railway. All children learn and use simple signing, which especially helps those who have difficulty communicating.

- The provision for children with special educational needs and/or disabilities is excellent and these children make the best possible progress. The manager has forged strong links with other professionals and works tirelessly to ensure children and families receive the support they need.
- Staff share a wealth of information with parents about their children's progress and well-being. Parents sing the praise of the manager and her staff. One parent said, 'I cannot thank them enough for all they have done for my child.' Another, speaking of how staff managed her child's medical condition, said 'I trust them completely.'
- The curriculum for physical development is ambitious. Babies and children are physically active. Staff expertly use the play area and extensive school grounds to develop children's strength, coordination and physical health. Children learn to assess risks and their own capabilities. For example, as they roll down slopes and climb trees.
- Children have wonderful opportunities to learn about the natural world. They grow flowers and are fascinated to watch bees collecting nectar and pollen, saying they know that 'they are making honey'. The children harvest and eat the vegetables that they have grown. Enthusiastic staff ignite children's thirst for learning and maximise every learning opportunity. For example, when children are looking at birds, staff suggest making some play binoculars.
- Staff embrace diversity and celebrate the different cultural backgrounds of staff and children. Staff provide rich and varied experiences to broaden children's knowledge of the world and communities beyond their own. For example, they learn words from different languages, including sign language. They hear stories, taste foods, and celebrate festivals from other cultures.
- The manager has a deep understanding of the community that the day care serves. She recognises the pressures that parents may experience, which can affect children's well-being. She does all she can to assist these families and help them access services that can offer support.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff make children's safety and well-being their main priority. The safeguarding team has an in-depth understanding of child protection issues. They ensure that staff are alert to the signs and know how to recognise when children may be at risk of harm. Staff confidently follow the correct procedures if they have concerns. Leaders collaborate closely with other agencies to help keep children safe, and access early help for families when needed. Staff meet the individual needs of children brilliantly, such as medical or dietary requirements and care plans. Staff conduct rigorous risk assessments to promote children's safety and welfare.

Setting details

Unique reference number	EY302989
Local authority	Swindon
Inspection number	10218593
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	84
Number of children on roll	192
Name of registered person	Goddard Park Community Primary School Academy Trust
Registered person unique reference number	RP535422
Telephone number	01793 342347
Date of previous inspection	9 August 2016

Information about this early years setting

Goddard Park Daycare Centre registered in 2019. It is part of Goddard Park Community Primary School Academy Trust, in Park North, Swindon. It opens on weekdays, from 8am until 6pm, all year, except for two weeks at Christmas and bank holidays. The Trust employs 26 members of staff to work with the children. These include the manager and deputy who both hold early years professional status. Of the other staff, six have early years degrees, nine hold relevant qualifications at level 3, and six at level 2. The day care receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Rachel Edwards

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the day care.
- The manager and inspector together completed a learning walk of all areas of the day care and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection. The inspector talked with staff at appropriate times during the inspection and took account of their views.
- The inspector conducted a joint observation of an activity with the manager and another member of staff.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector met with the leadership and safeguarding teams to discuss the leadership and management of the setting, and the safeguarding arrangements.

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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