

Inspection of Eldean Childcare

Duston Eldean Primary School, Main Road, New Duston, Northampton NN5 6PP

Inspection date: 21 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 arrive at the setting enthused by the activities on offer. They settle quickly and confidently select what they want to play with. Children chat with friends as they scoop rice, build towers and play imaginatively in the home corner. Children form strong bonds with staff as they gather round and snuggle into them for stories.

Children are independent learners and understand how to find information out for themselves. For example, children use magnifying glasses to search for minibeasts in the garden, and they excitedly lift logs and explore different shrubs. They use the 'bug book' to help them identify the different insects they find. Children enjoy their interactions with staff, proudly showing off their discoveries. Children's communication and language are enhanced as staff introduce new words, such as 'millipede' and 'centipede', as children talk about the bugs and their different features.

Children behave well as staff support children to work together and take turns while playing games. They benefit from consistent daily routines and appear happy and confident in this exciting environment. For example, children delight in acting out a story about a bear hunt. They stomp their feet and wave their arms while staff enthusiastically read the story aloud.

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

- Leaders provide a varied curriculum. They use information gathered from their observations and assessments of children's learning to plan activities to help them build on what they already know and can do. Staff have a good understanding of how young children learn and work hard to plan activities that encourage their independence. For example, children are supported to pour their own drinks and find their name cards at snack time. This helps to raise children's confidence and self-esteem.
- The manager ensures that the curriculum for children with special educational needs and/or disabilities is ambitious. Activities are adapted to suit the individual needs of all children, ensuring inclusive provision. Support from external professionals is swiftly accessed and a good working relationship is built between them and staff. This helps to ensure that all children make the progress that they are capable of.
- Children's activities are generally well planned and enjoyed by the children. Younger children happily count along as they sing songs and count down before jumping off logs. However, older children would benefit from more challenging activities with a particular focus on mathematics.
- Children learn about the unique qualities they have as individuals. Parents share

home traditions and family celebrations. Staff support children to celebrate these at pre-school. Children are involved in putting up decorations and preparing food. This helps all children to learn about each other and supports their understanding of individuality.

- Staff provide a wealth of activities for children to learn about the local community and the world around them. Children benefit from regular outings in the community, where they visit the local school and church. They enjoy trips to the allotment where they help to plant and grow different fruits and vegetables.
- Children benefit from outdoor activities and enjoy being physically active. For example, children of all ages confidently climb apparatus and delight in negotiating obstacle courses. They use tyres and lengths of wood to build a 'bridge' to walk and balance across. Children are supported to use these resources independently and to manage their own risks safely.
- Parents report that they feel confident that their children are 'safe and well looked after' within the pre-school. They value the many ways that staff communicate with them, including through daily face-to-face feedback, parent meetings and secure messages online. These positive interactions help to provide consistency and continuity in children's care and learning.
- Leaders provide effective and up-to-date training for all staff. Leaders recognise staff's individual strengths and delegate responsibilities effectively. Staff talk of feeling 'valued' and take pride in their work and achievements. Leaders encourage staff to follow their own passions. For example, staff interest in forest school activities has led to training to become level 3 forest school leads.
- Children confidently explore the environment. They freely access musical instruments throughout the day and enjoy dancing along to the sounds they make. However, at times, noise levels within the room become extremely high, which impacts on some children's ability to concentrate.

Safeguarding

The arrangements for safeguarding are effective.

Staff are extremely knowledgeable about the potential risks to children and their own important role in observing, recording and reporting any concerns. Safeguarding takes priority across the pre-school, and staff participate in regular training to ensure their knowledge is refreshed and kept up to date. Accurate safeguarding information is displayed, and reporting systems are clear and accessible. Designated safeguarding leads are well informed about their role and responsibilities. Robust recruitment procedures and regular ongoing suitability checks ensure that all staff are suitable to work with children. Managers and staff assess the environment for potential risk and take steps to remove or minimise any hazards.

What does the setting need to do to improve?

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

- clarify the curriculum for mathematics and share this more clearly with all staff so they are confident to implement it consistently
- minimise unnecessary background noise to support children's concentration and prevent them from becoming distracted in their learning.

Setting details

Unique reference number	EY357555
Local authority	West Northamptonshire
Inspection number	10233711
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	32
Number of children on roll	61
Name of registered person	Eldean Childcare Limited
Registered person unique reference number	RP535111
Telephone number	07898 206467
Date of previous inspection	24 November 2016

Information about this early years setting

Eldean Childcare registered in 2007 and operates from Duston Eldean Primary School, New Duston in Northampton. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or level 6. The manager holds early years professional status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 7.50am to 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charmaine Cayton

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the pre-school provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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