

Inspection of Imagination Childcare Ltd

Moredon Childrens Centre, Montrose Close, Swindon, Wiltshire SN2 2JR

Inspection date: 24 March 2023

Overall effectiveness

Outstanding

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 are thriving superbly in their communication and language development across all age groups. Babies are cheerfully babbling and developing early communication. Toddlers are practising their newly learned language skills by creating friendships and communicating their needs to trusted staff. Pre-school children have exceptional language skills, and confidently have meaningful conversations with adults and peers during role play and circle times. They are currently learning sign language as alternative communication and to develop strong relationships with peers with special educational needs and/or disabilities (SEND). Staff provide engaging and interactive story times to support the development of language. They are excellent role models as they strongly promote their calm, caring and supportive nature.

Children have grasped a superb understanding of the world around them. The remarkable knowledge that they retain is developed from the staff's skilfully planned experiences for all children. The children connect with other nurseries from England and abroad. They send pen pals photographs, drawings and postcards of their nursery experiences and receive similar post back. The children understand the importance of being part of a community as they regularly visit the elderly in their retirement home to share generational experiences. They visit pet shops and farms to explore the life of animals and how they are cared for. These experiences support children to name several countries and comprehend the types of animals that live there.

Children demonstrate exceptional behaviour. They have excellent understanding of the rules and remind their friends about specific rules during play. Children are kind and considerate to each other and encourage all peers to join them in their play. Children are extremely focused as staff continually provide them with experiences to progress their curiosity and guide their learning.

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

- The manager has a remarkable understanding of child development. She has established an exceptionally well-planned curriculum that promotes inclusion, diversity and rich learning opportunities. This ensures all children feel safe and valued and are learning to the best of their abilities. The manager has a vision for all children to learn and develop freely towards their own interests. These interests are observed and developed by staff to create rich learning experiences that the children deeply engage and thrive in.
- Staff strongly promote inclusion and diversity throughout the setting. They develop deep knowledge of each child and the lifestyles and backgrounds of them and their families. Staff comprehensively join children in learning about

their similarities and differences. They go to great efforts to ensure all children feel celebrated in the embracing environment. For example, children are encouraged to explore each other's ethnicity, culture and religious beliefs. Children bring in belongings that symbolise their culture or have importance to them. Family members come into the setting to help their child discuss special festivities that they celebrate, and read stories to build on this knowledge.

- Parents feel exceptionally supported by staff and leaders. They are provided with detailed information about their child and their ongoing learning and development. Parents appreciate the information and learning ideas to continue at home. They have gained confidence in their own parenting skills from the support and advice of staff. Parents feel strongly included within the setting due to the many enriching opportunities to be involved in their child's learning. Some of these include stay-and-play sessions, parent reading sessions and talks to the children about their occupations. All of these extend children's connection between nursery and home life and promote a positive sense of self-worth.
- Leaders develop a strong support network for all staff. Staff access training to further develop their highly professional skills. Leaders take care of staff's well-being to ensure they feel valued, provide a high standard of care and learning to the children and are content in their roles. There are two well-being champions within the setting who are a support network to staff and children.
- Children with SEND have impeccable support. The manager strives for children with SEND to achieve the best possible outcomes by creating positive links. These include outside agencies, parents, staff, and key people at other settings the children attend. Collaboratively, all services provide wrap-around support to ensure children achieve high levels of development and positive well-being.
- Children relish in their increasingly high independence skills. Babies are developing skills to feed themselves. Toddlers are caring for their individual needs and the needs of others. For example, toddlers are learning how to do up their own coat zips. They also try to help others to zip up their coats. Pre-school children are extremely independent and do not rely on staff in their day-to-day play and exploration. They help themselves to snack, clear away their plates and pour their own drinks.

Safeguarding

The arrangements for safeguarding are effective.

Staff have excellent knowledge of how to safeguard children and are able to identify the possible signs and symptoms of abuse and neglect. They understand how to apply effective safeguarding policies to ensure the welfare of the children is protected. All staff have thorough safeguarding training, and their knowledge is refreshed regularly through further courses and team meetings. Staff document concerns effectively and have good communication with managers, who monitor those concerns with care. Managers have excellent knowledge of how to ensure the safety of children and how to communicate with external safeguarding teams to access further support and advice.

Setting details

Unique reference number	EY490578
Local authority	Swindon
Inspection number	10280424
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	52
Number of children on roll	93
Name of registered person	Imagination Childcare Ltd
Registered person unique reference number	RP534686
Telephone number	01793 530 197
Date of previous inspection	6 September 2017

Information about this early years setting

Imagination Childcare Ltd registered in 2015 and is situated in Swindon, Wiltshire. It is open from 7.30am until 6pm Monday to Friday for 51 weeks per year. The setting offers full-time nursery care and a pre-school. The pre-school receives funding to provide free early education for children aged two, three and four years. There are 22 members of staff, including the manager, 13 of whom hold level 3 qualifications or above. One of these holds early years professional status and two hold a degree in early years.

Information about this inspection

Inspector

Michelle Oram

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 setting.
- The inspector measured the quality of education by observing the activities taking place and assessing the impact of learning opportunities.
- A learning walk took place whereby the manager guided the inspector around the nursery to discuss the setting's overall curriculum.
- The inspector sought the views of staff at appropriate times of the day.
- A discussion with parents took place to seek their views about the setting.
- The inspector sampled documentation, including staff suitability checks.
- The inspector spoke with children to find out what it is like to be a child attending the setting.

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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