

Inspection of Crowland Community Childcare

The Wheatsheaf Rooms, North Street, Crowland, Lincolnshire PE6 0EF

Inspection date: 1 February 2024

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 develop close relationships with all staff and arrive excited to see them. When needed, they seek reassurance from staff, who are caring and compassionate. Children build friendships with others of all ages, and willingly invite them into their play. Staff join in children's activities, modelling positive language for children to communicate when taking turns. Staff help children to effectively negotiate and share resources with their friends. Children demonstrate this as they play a game of catch. They laugh and giggle while practising using two hands to catch a ball and explain who they will pass it to next. Children follow staff's guidance to develop this play and use different skills, such as remembering to say 'one, two, three' before rolling the ball. Children are eager to play and become engrossed in imaginary baking in the pretend kitchen. They help staff to make a cake with the correct number of candles, and join in with singing 'Happy Birthday'.

Children know what staff expect of them at all times of the day and understand the clear boundaries put in place, such as remaining seated while saying 'good morning' to everyone. Staff praise them for showing good concentration and listening carefully. Children develop their independence throughout the day, particularly during mealtimes. They fetch a dustpan and brush and begin to help staff to sweep the floor, and use cloths to help to wipe the table without being prompted.

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

- Staff work together to assess what children already know and can do, and plan how to help them with what they need to learn next. All staff, including key persons, know the children extremely well. They are aware of each child's home life and personality. Staff quickly identify when children need additional help, particularly those with special educational needs and/or disabilities, and take steps to put necessary support in place.
- Staff plan engaging activities based on children's interests. They support children to develop their hand and finger muscles as they provide ingredients to mix and make a variety of coloured play dough. Children learn to count and pour carefully, listening to staff's instructions. They spend most of their morning exploring this play dough that has been set out by staff in a tray outside. Staff guide children to use small tools safely and provide items to help manipulate the dough and create flower gardens. However, staff do not consistently adapt their interactions to meet different children's needs. Therefore, some children do not get as much support as others to develop their skills and knowledge.
- Staff support children in developing their speech and language. They repeat the correct pronunciation of words and explain new vocabulary, such as the meaning

of 'slimy'. Staff use opportunities to sing and rhyme with children. As children make small, red balls of play dough, staff encourage them to sing a number counting song about currant buns. However, at other times, staff speak using statements and questions that require a single-word answer when interacting with children. Therefore, children are not consistently supported to think and share what could be next, to extend their play.

- Staff encourage children to develop good manners and kindness towards others. They remind children to ask others to move out of their way politely and to use 'please' and 'thank you' when responding to one another. Children learn to behave well.
- Staff teach children to put resources away before snack time, wash their hands effectively, and wait patiently for their friends. Children demonstrate their skills as they cut fruit safely using a knife after being taught this by staff. They share their likes and dislikes as they join conversations about the foods they eat.
- Leaders and staff make decisions as a team and keep their vision clearly on providing the best experiences for the children in their care. They reflect continually to be able to identify any improvements they can make. Leaders provide staff with the support and guidance they need. They work together to complete learning assessments for individual children. Leaders offer additional support for staff who are less experienced.
- Parents and carers explain that they are happy with the support that staff offer their children and wider family. They feel that staff communicate effectively and always share an up-to-date picture of their child's learning. Parents explain that they receive information and advice from staff on how to help children at home, and feel their views are always considered.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to adapt their interactions during activities to focus more precisely on individual children's learning needs
- provide staff further support to make the most of their interactions with children in order to further extend children's learning during their chosen play.

Setting details

Unique reference number	253607
Local authority	Lincolnshire
Inspection number	10308053
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 4
Total number of places	18
Number of children on roll	17
Name of registered person	Crowland Community Childcare Committee
Registered person unique reference number	RP905060
Telephone number	01733210510
Date of previous inspection	22 March 2018

Information about this early years setting

Crowland Community Childcare registered in 1968 and is located in Lincolnshire. The setting employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 4. The setting opens five days a week, during term time only. Sessions are from 9am to 3pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed children of all ages throughout the setting.
- The inspector held discussions with all staff regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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