

Waddington Children and Family Services

Newall House, High Dyke, Waddington, Lincoln, LN5 9ND



Inspection date

3 March 2016

Previous inspection date

17 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager is very enthusiastic about continually improving practice and identifying areas for improvement. She seeks the views of staff and parents to help her to review current practice.
- Staff liaise closely with other agencies to support children and their families. Disabled children and those with special educational needs make rapid progress in their learning. Staff work extremely well together with parents to sensitively meet children's needs and provide extra support for them.
- Staff are motivated and the quality of teaching is consistently good. Staff know their key children very well. They gather information from parents and make their own assessments to establish what children know and can do at the start and carefully monitor their ongoing progress.
- Good attention is given to promoting children's good health. They are provided with healthy snacks and well-balanced meals. Children understand about healthy foods. Staff talk to children about the foods they are eating.

It is not yet outstanding because:

- Children are not always highly engaged during daily routine activities which are sometimes prolonged, especially in the baby room.
- During some group activities, staff do not always fully support children's communication and language skills as successfully as other areas of learning.
- The manager does not yet effectively monitor different groups of children to quickly identify and narrow any gaps in their learning.

What the setting needs to do to improve further

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

- review the organisation of daily routine activities in the baby room to maximise children's engagement to support further learning opportunities
- support children further in developing their communication and language skills during group activities
- track the progress of different groups of children more effectively, so that any specific interventions needed are quickly identified and gaps in children's learning are swiftly narrowed.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors completed a joint observation with the nursery manager and deputy manager.
- The inspectors held a meeting with the nursery manager and senior manager from 4Children.
- The inspectors looked at relevant documentation, such as, children's learning profiles, the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspectors carried out observations in all of the rooms and outdoors and spoke to children and staff.

Inspector

Hayley Ruane and Lynn Dent

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff have a thorough understanding of what to do should they have concerns about children's welfare. Recruitment procedures are robust and staff are enthusiastic and motivated. Regular supervisions and team meetings ensure that staff are promptly informed about any developments in childcare practice and that training needs are identified. For example, the manager identified that children were not developing as strongly in mathematics as in other areas. Staff attended training on supporting children's mathematical development, and improvements have been made to practice to start narrowing any gaps in this area of learning. Partnerships with parents are well established. Parents are kept informed of their children's progress and appreciate the information staff share with them about their child.

Quality of teaching, learning and assessment is good

Staff are well qualified and know how to support children well in developing the key skills needed for the next stage in their learning. Staff plan an interesting and stimulating range of activities to extend children's learning. Children join staff in celebrating World Book Day. They attend in different costumes and staff include story books in children's learning experiences throughout the day. This develops their literacy skills and a love for books. Babies are confident and make good progress in their development. Staff engage babies in songs and rhymes and use puppets to extend their learning. Children develop their physical skills outside. They balance across crates, roll balls down a pipe and share rides on bikes and scooters.

Personal development, behaviour and welfare are good

Children manage their personal self-care needs according to their age and stage of development. Children's behaviour is good. Staff encourage children to share and take turns. Children are beginning to manage their own conflicts with minimal support from staff. Staff give children lots of praise and encouragement, which gives children confidence to explore activities further. Settling-in procedures and arrangements for when children move from room to room within the nursery are effective in supporting children's emotional development. Information is exchanged between key persons to ensure they are aware of children's care and learning needs.

Outcomes for children are good

Children make good progress in their learning from their starting points. They develop key skills ready for when they start school. Children develop their early writing skills. They learn to write their own names and draw pictures of family members. Older children enjoy looking at pictures of themselves in their own learning books. Staff use mirrors with babies to enable them to recognise themselves. This helps to increase children's self-esteem and sense of belonging in the nursery. Children make friends and socialise with children from other rooms during outside play. Staff teach children to respect each other as part of their social and emotional development.

Setting details

Unique reference number	EY432628
Local authority	Lincolnshire
Inspection number	853319
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	105
Number of children on roll	114
Name of provider	4 Children
Date of previous inspection	17 January 2012
Telephone number	01522 727 855

Waddington Children and Family Services was registered in 2011. The nursery employs 27 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3, one at level 4, one at level 5 and one at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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