

# Little Faces Childcare Ltd

R/O Pontlands Park Hotel, West Hanningfield Road, CHELMSFORD, CM2 8HR



## Inspection date

11 August 2017

Previous inspection date

29 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children make good progress. Staff make effective use of observations to note children's achievements and the next steps in their learning. This helps children to master a good range of skills, for example in their language and social development.
- Management and staff invite teachers to visit children in the nursery to see them in their familiar environment and to discuss their progress. Children are ready for school.
- There are strong bonds between staff and children. Younger children enjoy sitting with staff to look at books, while toddlers talk through their play as they make pretend pizzas in the sand tray. Pre-school children confidently approach staff for advice and help, such as when completing complex puzzles and games.
- Parents have many opportunities to be involved in their children's learning. Staff encourage them to upload pictures of what their children enjoy doing at home and they receive daily updates of children's achievements at nursery.
- There are good relationships with other professionals. For example, staff and the special educational needs coordinator attend meetings to help provide the correct level of support for children who have special educational needs and/or disabilities.

### It is not yet outstanding because:

- Staff working with the pre-school children do not consistently make the best use of opportunities outdoors to inspire, interest and motivate children further.
- Sometimes, staff miss opportunities to encourage children to take on age-appropriate responsibilities for their well-being, such as what to do when feeling hot.

## What the setting needs to do to improve further

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

- make greater use of opportunities, particularly outdoors to consistently inspire, interest and motivate children further
- encourage children's understanding of how to manage their personal needs appropriate to their age.

### Inspection activities

- The inspector had a tour of the premises and observed children in each of their rooms.
- The inspector spoke to children, staff, parents and the management.
- The inspector completed a joint observation with the deputy manager and held discussions regarding children's learning and progress.
- The inspector held discussions with the management regarding safeguarding policies and procedures, staff suitability checks and sampled relevant documentation.

### Inspector

Sue Mann

## Inspection findings

### Effectiveness of the leadership and management is good

Staff receive good levels of support from managers to help them develop their practice, skills and qualifications. The management team encourages staff to attend relevant courses, such as Autism training to help them understand and provide greater support for children who have special educational needs and/or disabilities. Staff meet regularly with the management team. They discuss their progress and highlight additional areas of their practice they want to develop further. The management team makes use of ongoing action plans to help them evaluate the provision. Staff share their thoughts and ideas during staff meetings, which further helps to identify ways to raise outcomes for children. Safeguarding is effective. For example, staff complete child protection training and are regularly questioned by the management to check their safeguarding knowledge.

### Quality of teaching, learning and assessment is good

Staff working with the younger children provide them with a good range of activities. Toddlers use coloured paint and plastic dinosaurs to create prints on paper, making interesting dinosaur sounds as they go. They become fully engrossed and carefully paint the dinosaurs' bodies, their hands and even staff's arms. Staff working with the youngest children model how to create shapes and patterns in brightly coloured dough, which children eagerly copy. They use simple language. This helps children to form sentences of two and three words to support their early communication skills. Tracking of children's progress over time helps managers and staff to identify where children need additional support. Planning is responsive to what children need to learn next. This helps tailor activities to include their interests.

### Personal development, behaviour and welfare are good

Children of all ages have good relationships with their key person and other staff. For example, younger children are quickly soothed by a cuddle while staff gently encourage older children to share resources, such as paintbrushes. Staff are good role models and help children to learn how to manage their behaviour. Children freely display their good social skills, remembering to say 'please' and 'thank you', and waiting their turn. There are links made with staff working in other settings that children attend. This helps staff to find out what children are learning and adds to their plans to consolidate developing skills.

### Outcomes for children are good

Children are ready for the next stage in their learning, including their move on to school. They have an array of opportunities to develop and practise a good range of skills that they will need. For example, older children quickly respond to instructions and confidently serve themselves at mealtimes. They chat between themselves and with staff at the dinner table, taking turns to talk. Children show care and consider each other's thoughts and ideas as they play. For example, they decide as a group to play a tag style game and who will start.

## Setting details

<b>Unique reference number</b>	EY453958
<b>Local authority</b>	Essex
<b>Inspection number</b>	1066372
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	56
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Little Faces Childcare Limited
<b>Registered person unique reference number</b>	RP906859
<b>Date of previous inspection</b>	29 May 2013
<b>Telephone number</b>	01245 473696

Little Faces Childcare registered in 2012. It is privately owned and situated in Great Baddow, Chelmsford. The nursery employs 17 members of staff, 16 of whom hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, 7.30am to 6.30pm, all year round. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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