

Linthwaite Clough Community Childcare Group

Cedar Block, Chapel Hill, Linthwaite, Huddersfield, HD7 5NJ



Inspection date	8 June 2018
Previous inspection date	2 December 2014

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

- Staff build secure relationships with children. Children are happy, settled and their emotional needs are met well. For example, staff show affection and give reassurance, comfort and praise.
- The key-person system is well established, staff have strong and positive relationships with children and parents.
- Children enjoy their learning, they are confident to freely access the wide range of learning opportunities on offer to them both indoors and outdoors.
- Partnerships with parents are strong, overall. Parents are well informed about their child's care and learning and they delight in the service they receive.
- Children are well supported during transitions, both into the setting and on to school. Plans are in place to ensure these moves reassure and support children.
- The setting has a knowledgeable Special Educational Needs Coordinator who ensures that high-quality care and excellent support is offered to children who have special educational needs (SEN) and/or disabilities.

It is not yet outstanding because:

- Information gathered during settling-in sessions is largely based around children's care needs and parents are not always involved in sharing what their children already know.
- Managers do not always share their vision for the setting consistently so staff are not fully aware of what needs to happen to make progress.

What the setting needs to do to improve further

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

- build on current systems to enhance information gathered about children's starting points
- share the vision for the setting more effectively with the staff team so that they are clear what needs to happen for the setting to improve further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager and the provider. She looked at relevant evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Natalie Firth

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have regular safeguarding training, they are aware of the signs and symptoms of abuse and have an understanding of wider child protection issues. The managers and staff team have a good understanding of what to do if they are concerned about the welfare of a child and know how to report concerns. The manager attends regular networking meetings to ensure her knowledge is up to date. Risk assessments help ensure that children are safe and staff involve children in this process. For example, staff actively encourage safe play outdoors and establish boundaries next to the small stream that runs by the edge of the play area. The deputy manager is responsible for the monitoring of children's learning. She supports staff to make sure that effective plans are in place to enable children to make progress and planning reflects what children know already and what they need to do next.

Quality of teaching, learning and assessment is good

Staff know children well and have a good understanding of each of their key children. Their positive interactions in children's play enable children to practise and develop their knowledge. Planned activities are exciting and promote children's individual learning well. For example, children access a fresh vegetable cutting activity where they use knives to chop cabbage. One child makes 'carrot juice', the other takes a taste and says 'spicy celery'. Open access to the outdoors extends children's learning as they enjoy the freedom to transition in and out of the main play room. Outdoor activities reflect the interests of the children, for example, staff set up an interest tray to help promote children's understanding of the life cycle of a ladybird. Staff communicate effectively to extend children's communication and language skills.

Personal development, behaviour and welfare are good

Children make secure bonds with the friendly and responsive staff. Staff promote children's independence by enabling them to understand how to meet their own needs, for example, children dash inside for their jackets and put on their hoods as it starts to rain, others seek shelter under the trees. Staff also support children to develop practical skills as they help staff when preparing fruit for snack and then wash up their own dish and cup. Children demonstrate independence, behave well and are motivated to learn. They work together to complete tasks, for example, children dig for treasure in the play tray outside, they use paintbrushes to dust the sand off hidden jewels.

Outcomes for children are good

Children make good progress in their development, including children who have SEN and/or disabilities or those who speak English as an additional language. Children display high levels of independence and enjoy taking responsibility for simple tasks, such as collecting their own bags for nappy change. They develop the skills needed to prepare for their next stages in learning. The children use self-registration cards to practise recognition of their name, older children take great pride in sounding out the letters in their name.

Setting details

Unique reference number	EY438872
Local authority	Kirklees
Inspection number	1105379
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	2 - 4
Total number of places	30
Number of children on roll	52
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	2 December 2014
Telephone number	07899838637

Linthwaite Clough Community Childcare Group registered in 2011. The setting employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications. The setting opens Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and from 12.45pm until 3.45pm. There is also a lunch club from 11.45am to 12.45pm. The setting also provides wraparound care and holiday care all year round from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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