

# Patchwork Private Childcare



Rear of The Haven, Skates Lane, Sutton-on-the-Forest, YORK YO61 1HB

|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 26 April 2019 |
| Previous inspection date | 10 March 2016 |

| <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 leadership and management                    |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Outstanding | 1        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- Staff prepare the environment indoors and outdoors effectively with exciting and challenging activities for children. Children make good progress and are keen to explore their surroundings.
- Children and their families have built extremely secure bonds with their key person and the staff team. Staff know them exceptionally well and provide very high standards of care for children. Children develop excellent levels of self-confidence and high levels of self-esteem.
- The manager and staff team are caring, passionate and dedicated. They provide a warm and nurturing environment for children and their families. Parents are particularly happy with the home-from-home setting and describe it as 'extended family'.
- The manager and staff team have worked exceptionally hard over a number of years to develop partnership working. They have successfully built highly effective partnerships with other settings children also attend, such as school.
- The manager has a clear vision for future improvements and a strong ethos for the nursery. The small staff team is strong, well qualified and supportive towards each other.
- During planned group activities, young children are not fully supported to make the best possible progress towards their individual learning goals.
- Staff do not provide parents with highly detailed and precise assessments of young children's progress across every area of their learning.

## What the setting needs to do to improve further

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

- focus teaching during planned group activities, to help children to make rapid progress and achieve their goals
- enhance the assessments of young children's progress, particularly those who show advanced skills, to provide parents with a clearer picture of their children's overall development.

### 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 to the children and staff throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's policies, children's learning books and evidence of the suitability of staff working in the nursery.
- The inspector obtained written feedback from parents, spoke to a number of parents and children during the inspection and took account of their views.

#### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of leadership and management is good

The manager regularly gathers feedback from parents, staff and children, to help her drive forward improvements. Staff have regular supervisory meetings and are currently working towards a range of professional development goals, such as enhancing their leadership skills. The manager completes tracking documents to monitor any gaps in children's learning. For example, staff have recently focused on developing children's listening and attention skills, which has had positive impact on their progress. Safeguarding is effective. The manager ensures that staff have an in-depth knowledge of wider safeguarding issues and they know what to do if they have concerns about children's welfare. She understands the procedures to follow if there are allegations made against a member of staff.

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

Staff have a thorough knowledge of children's interests and provide an effective balance of adult-led and child-initiated experiences. Children show an interest in activities and learn through their independent play and exploration. For example, young children understand that if the hats are taken at the table, they wait for a turn. They develop excellent language and social skills. Older children concentrate during circle-time activities. They show good literacy skills as they recognise letters in the day of the week and practise the sounds that they represent. Children enjoy learning about the world around them and take part in 'healthy heart' activities, which challenge them physically. Staff regularly observe children and share older children's assessment information with school. In addition, staff visit the school on a weekly basis to help children develop confidence and prepare them for the next stage in their learning.

### Personal development, behaviour and welfare are outstanding

Children's happiness and well-being are at the heart of staff's practice and children's safety is paramount. Staff work extremely hard to build exceptionally positive relationships with children and their families. Staff continuously collect information about children's routines from parents, which helps them to meet any specific care needs. In addition, staff listen to children's suggestions for improvement, for example by enhancing the outdoors with a sensory garden. Children have very high levels of self-esteem and show that they feel valued in the nursery. Staff are excellent role models for children. This has an extremely positive impact on children's behaviour and they thrive on the praise they receive. For example, young children are delighted when they receive a 'flower' for excellent physical skills in the garden. Older children show an advanced understanding of how to keep themselves healthy and safe. They are keen to share their feedback and talk about how much they enjoy coming to the nursery.

### Outcomes for children are good

The majority of children are working in the stages of development typically expected for their age, however, they make rapid progress in their physical development. Children are consistently stimulated and motivated to join in with activities. Young children show enjoyment in their learning and persevere to develop new skills, such as catching bean bags outdoors.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY346121  |
| <b>Local authority</b>                           | North Yorkshire   |
| <b>Inspection number</b>                         | 10073819  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Full day care   |
| <b>Age range of children</b>                     | 2 - 11  |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 72  |
| <b>Name of registered person</b>                 | Patchwork (York) Limited  |
| <b>Registered person unique reference number</b> | RP526713  |
| <b>Date of previous inspection</b>               | 10 March 2016   |
| <b>Telephone number</b>                          | 01347 811655  |

Patchwork Private Childcare registered in 2007. The setting employs three members of childcare staff. The manager holds a relevant early years qualification at level 5 and a further member of staff holds an early years degree. The setting opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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