

# Toddington Childcare

St. George's Lower School, Manor Road, Toddington, Dunstable, Bedfordshire, LU5 6AJ



## Inspection date

21 April 2016

Previous inspection date

14 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Managers constantly evaluate the quality of care and education provided. They plan how to effectively adapt and continually improve the environment and provision, through accurate analysis of feedback from parents, children and other professionals. For example, following requests, managers have opened a room for one-year-old children.
- The well-qualified staff confidently use a variety of highly effective teaching methods. They use their accurate assessments of children's interests and abilities, helping to add challenge to activities they have planned or that children spontaneously initiate. Children confidently operate compact disc players as they listen to stories read in a variety of languages through headphones.
- The exceptionally well established key-person system ensures that parents are fully aware of what their children have been doing and how they are progressing. Children's key persons ensure that they pass on information to their colleagues about key routines, such as using the potty. This helps all staff maintain consistent routines with children, contributing to children's security.
- Staff respect that children learn in many different ways. The outside area is as well resourced as the inside. Children are immersed in purposeful activity. They spontaneously explore and experiment. Children return to favourite activities, helping them to solve even more complex problems as they build upon their prior learning.
- Children behave exceptionally well. Staff gently remind them to walk inside the playroom, to be kind to each other and to share equipment. Children understand the visual timetable displayed at their eye level. When it is time to tidy away, children enthusiastically sweep up coloured rice. They sort toys into boxes and put their artwork into their own tray.

## What the setting needs to do to improve further

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

- explore ambitious training and development opportunities, enhancing the wealth of knowledge and understanding that staff use when introducing new and exciting ideas into the setting.

### 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 staff, children and managers at appropriate times throughout the inspection.
- The inspector held meetings with members of the management committee and with the manager.
- The inspector checked evidence of the suitability of staff members. She viewed a range of documentation, including safeguarding procedures, children's assessments and planning records.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to a small number of parents on the day of the inspection, and took their views into consideration.

### Inspector

Katrina Rodden

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Providers use robust recruitment and selection procedures to ensure that all staff are suitable to work with children. Managers ensure that a dedicated agenda item is raised at each staff meeting in relation to child protection and safeguarding. This helps staff to remain vigilant at all times. Committee members also attend training on aspects of safeguarding. This helps them formulate relevant questions to ask managers during committee meetings. Managers are keen to build on the training programme for staff to enhance the teaching further. Managers also work exceptionally well with external professionals. A health visitor comes to the setting on a weekly basis to offer help, support and advice to parents. Managers use highly effective methods to monitor the progress of all children. This helps to initiate focused and rapid intervention to swiftly close any gaps in learning and development when identified.

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

Children confidently move around the playrooms and outside areas. All staff use their tremendous knowledge and understanding of how children learn. This helps to rapidly move children to the next stage in their learning and development. Staff frequently share books and stories with children. They skilfully encourage children with special educational needs or disability to join in, using props to help engage them. Staff use very structured sessions to help encourage children develop speaking, listening and sharing skills. Children sit in anticipation while they wait for their turn to answer questions and to join in an action song. They giggle with delight when they move together like a train and return to the main group. Parents are encouraged to share special events and achievements from home. They write these on small notes and display them on a dedicated display.

### Personal development, behaviour and welfare are outstanding

Children actively learn in the secure and stimulating environment. Staff use highly successful methods to ensure parents and children are well prepared when children first start and as they move through the setting, ready for the eventual move to the neighbouring nursery or school. The setting makes very good use of a puppet, named Bodo. The nursery and school, both located on the same site as the setting, have identical puppets. Staff use the puppets in consistent ways, demonstrating daily routines, and positive behaviour. Written examples of children's assessment records, information and routines depicting Bodo are displayed for parents. These are used when parents first visit the setting, providing triggers for questions they might have. Very young children sleep in their own cot, while older children rest in a dedicated snuggle zone, as they choose.

### Outcomes for children are outstanding

Children thrive in the setting. When the time comes, all children are equipped with the necessary skills they need for nursery or school. From an early age, children confidently recognise numbers and letters. They use pencils and scissors with ease and manage self-care skills, such as putting on their shoes very well. Children who speak English as an additional language are effectively supported. Focused learning plans are used to help support children with special educational needs or disability who quickly master new skills.

## Setting details

<b>Unique reference number</b>	511695
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	855601
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 12
<b>Total number of places</b>	48
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Toddington Childcare Committee
<b>Date of previous inspection</b>	14 November 2011
<b>Telephone number</b>	01525 875400

Toddington Childcare was registered in 2001 and operates under a management committee. The breakfast club opens each weekday from 7.30am to 9am, the pre-school operates from 9am to 3.15pm and the after-school provision opens 3.15pm until 6pm Monday to Friday term time only. Children attend for a variety of sessions. During school holidays, the setting opens from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-olds. The setting supports children who have special educational needs or disability and children who speak English as an additional language. The setting employs 17 members of childcare staff. Of these, 12 members of staff hold an appropriate early years qualification at level 3 or above.

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