

# Bridgwater College Childcare Centre



Bridgwater College, Bath Road, Bridgwater, Somerset, TA6 4PZ

<b>Inspection date</b>	13 December 2016
Previous inspection date	14 January 2014

<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

- The exceptionally strong management team gives staff excellent support to continually develop their skills to provide high quality outcomes for children. Management rigorously monitors the positive impact of staff training. For example, following training, staff now prepare children for school slightly earlier, resulting in higher levels of social confidence when the time comes.
- All children make excellent progress, relative to their starting points. Staff work extremely closely with parents and other professionals to support children who have special educational needs and/or disabilities. They plan together very effectively so that children make the best possible progress in the setting and at home.
- Children show extremely high levels of self-esteem, confidence and emotional security, and have strong relationships with staff. For example, babies confidently turn to them for help as they explore new activities, and for comfort when they are tired. Young children eagerly help staff to sweep up spilled glitter. Older children are confident learners who enjoy planning activities with staff.
- Management monitors the learning programme extremely well to identify and close any gaps for individuals or groups of children. For example, providing additional adult support to children who are learning to speak English as an additional language helps them to quickly develop their communication skills and rapidly catch up.

## What the setting needs to do to improve further

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

- provide even more opportunities to challenge older children as they learn about healthy eating.

### Inspection activities

- The inspector observed staff and children engaged in learning activities indoors and outdoors.
- The inspector conducted a joint observation with the deputy manager.
- The inspector had meetings with management and talked to staff, parents and children.
- The inspector reviewed systems to monitor children's progress and discussed how management ensures these are effective.
- The inspector sampled required documents, including safeguarding procedures, and talked to staff about their knowledge of what they must do to help protect children from harm.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Excellent self-evaluation helps management and staff prioritise improvements that have the most impact on children's learning. For example, they have worked successfully to encourage all parents to contribute to their children's learning. Staff are highly flexible and adaptive and have developed several ways of engaging parents. For example, 'stay and play' sessions help parents understand how activities support children's learning. Staff have developed a lending library of resources for parents to use at home with children. This encourages them to talk to staff about what they did with these together. Safeguarding is effective. Staff at all levels have an excellent understanding of safeguarding procedures and know what to do to help protect children from harm.

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

Highly-qualified staff use their excellent observations and precise assessments to plan exciting and challenging activities that support individual children's learning extremely well. For example, babies thoroughly enjoyed exploring in the sensory room. They stretched and crawled to make the lights change colour and watched, fascinated, as bubbles moved through the lights. Staff encouraged them very well to babble and copy sounds as they pointed, helping to develop their communication. Staff make extremely good use of children's immediate interests to further encourage learning. For example, two-year-olds floated leaves on puddles, and staff encouraged them to look for objects and predict which would sink and float. They encouraged them to use language such as 'lighter' and 'heavier'. Staff make excellent use of the vibrant outdoor learning environment to provide high levels of challenge for older children. For example, children immensely enjoyed making birdfeeders. They used real hammers, nails and hacksaws. Children have considerable confidence in their abilities and understand how to stay safe. For example, they carefully handled the tools with high levels of competence.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. Staff are extremely positive role models for children. They are consistently calm and positive when they talk to children; children copy this. For example, older children remind younger that 'shouty voices are for outside'. Staff provide strong support for children's physical development, including teaching them about healthy diets, but recognise they could do more. Children flourish in this setting.

### Outcomes for children are outstanding

Children are extremely well prepared for the next stage in their learning, including going to school. For example, babies move on to the toddler room based on their levels of confidence rather than by age. All children are highly independent. For example, toddlers change their shoes and coats with minimal help, preferring to try themselves first.

## Setting details

<b>Unique reference number</b>	142750
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1068526
<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 - 8
<b>Total number of places</b>	71
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	The Governing Body of Bridgwater College
<b>Registered person unique reference number</b>	RP907693
<b>Date of previous inspection</b>	14 January 2014
<b>Telephone number</b>	01278 441270

Bridgwater College Childcare Centre registered in 1992. The setting is based on the campus of Bridgwater College. It is owned by the college but has its own management structure. The setting operates Monday to Friday from 8am to 5.30pm, for 50 weeks of the year. There are 27 staff working with children. All have suitable early years qualifications ranging from level 2 to level 6, and two hold early years professional status. An administrator and lunchtime assistant, who hold appropriate qualifications and training for their roles, support the childcare team. The setting receives funding to provide free early education for children aged two, three and four years.

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