

Discovery Vine Childcare

Lordsgate Township C of E Primary School, Lordsgate Drive, Burscough, ORMSKIRK,
Lancashire, L40 7RS



Inspection date

25 November 2016

Previous inspection date

2 October 2013

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

- The management team is highly qualified and they are knowledgeable early years practitioners, who have a deep understanding of child development and how children learn. They work with the rest of their well-qualified team of staff to help all children progress well.
- Teaching is very good. Staff use a range of effective teaching strategies to meet children's individual learning styles. They gather information about children's interests and attainment when they start in the setting and plan activities, experiences and the environment to help children learn what they need to next.
- Staff are evaluative, reflective and committed to further developing their knowledge and skills. They have clear targets for improvement and development plans which take into account the views of parents and children.
- Staff work closely with parents when children start in the setting to help them settle, feel comfortable and safe. Staff get to know children well, follow their interests, care and well-being routines. This helps children form strong emotional bonds with them.
- Staff are very good role models who have high expectations of all children in their care. Children are well supported to develop consideration and empathy for others, build strong friendships, share, take turns and play cooperatively. Their behaviour is excellent.

It is not yet outstanding because:

- Occasionally, during adult-led activities staff do not encourage children to investigate and explore the materials and objects they are using.
- Although staff effectively monitor the progress of individual children, they are not yet making the best use of assessment information to closely track groups of children.

What the setting needs to do to improve further

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

- provide children with more opportunities to explore and investigate materials and objects, particularly during adult-led activities
- strengthen the use of assessments to track the progress of groups of children and help them make the best progress possible.

Inspection activities

- The inspector viewed all areas of the school used by the setting.
- The inspector undertook a joint observation with the manager.
- The inspector observed children inside and outdoors and assessed the quality of teaching and learning.
- The inspector spoke to the setting owners, the manager, staff, parents and children during the inspection.
- The inspector discussed self-evaluation and viewed a range of documentation, including children's records, policies and procedures, risk assessments, qualifications and training and suitability checks.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff help children to keep themselves safe as they move around the setting and use tools, toys and equipment. Policies and procedures reflect practice, are regularly reviewed and updated. All staff understand their role to protect children from harm and the action to take if they have any concerns about a child's welfare or development. There are good systems in place to track children's individual progress and highlight any gaps in their learning which are planned for. Staff are quick to recognise children's individual and specific needs. They work with parents and seek additional help to ensure interventions are timely and effective. They are pro-active in building partnerships with other professionals and value their expertise. They work with other settings, schools, health professionals and the local authority to ensure children are well supported. Recruitment, induction, supervision and appraisal systems are robust and staff feel well supported.

Quality of teaching, learning and assessment is good

Effective systems for observation, assessment and planning are in place. Staff play alongside children providing a very good balance of support and challenge. They encourage children to think for themselves and test out their ideas. Outside children find icicles and consider why they are melting. They use a range of brushes and find objects to make marks in the frost. Inside, children engage in role play, revisiting home experiences as they cook food and care for their babies. Children are very well supported to develop their communication and language skills. Staff engage children in conversations, helping them to ask and answer questions as they begin to make sense of the world around them. Mathematical understanding is promoted well. Children excitedly count cardboard tubes as they stack them into a tall rocket and count down from ten to pretend to blast off. Staff celebrate children's achievements with parents and ensure that they know what they can do to support children's home learning.

Personal development, behaviour and welfare are good

Staff provide an inviting and vibrant environment for learning. Children have many opportunities to gain skills and knowledge across all seven areas of learning. They make choices about where to play as they move freely between the well-resourced, indoor and outdoor environments. Children develop independence skills and become less reliant on adults. They learn to follow rules and routines and do things for themselves. Children select their own snack and pour drinks as they sit together, enjoying some social time. They learn about the importance of healthy eating, exercise and following hygiene routines. Staff help children to understand their local community, celebrate and embrace similarities and differences.

Outcomes for children are good

Children, including those in receipt of funding make good progress from their starting points. They enthusiastically choose books and enjoy reading with staff. Children express themselves verbally as they sing songs and confidently share their ideas at group times. They move on to school ready to embrace the next stage in their learning.

Setting details

Unique reference number	EY462556
Local authority	Lancashire
Inspection number	1066895
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 - 11
Total number of places	32
Number of children on roll	56
Name of registered person	Discovery Vine Limited
Registered person unique reference number	RP520266
Date of previous inspection	2 October 2013
Telephone number	01704897270

Discovery Vine Childcare was registered in 2013. It is privately owned and situated in Lordsgate Township C of E Primary School in Burscough, Lancashire. The setting employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. One member of staff is a qualified teacher. The manager holds early years professional status and her deputy holds early years teacher status. The setting opens on Monday to Friday from 7.45am to 5.45pm, term time only and provides funded early education for three- and four-year-old children.

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