

# Ketton Early Birds

Church Walk, Kedington, Haverhill, Suffolk CB9 7QZ



<b>Inspection date</b>	6 December 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection: Previous inspection:</b>	<b>Outstanding</b>	<b>1</b>
Effectiveness of 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 manager demonstrates a drive to ensure the setting provides the best learning environment possible. She shows awareness of the positive impact that new developments have had. She seeks parents' views and uses the feedback to develop the setting further.
- Staff are highly tuned to children's interests and provide excellent support to whatever motivates them. As a result, children remain engaged in activities for extended periods of time, consolidating their learning.
- Children's behaviour is exemplary. They understand the rules and routines of the setting and are quick to help tidy up. Children show high levels of independence. They understand the need to wear wellington boots when playing outside and know to go and find a hat if they feel themselves getting cold.
- The manager has developed excellent links with the local school and uses these very well to plan and support children as they make the move to formal education.
- The exceptionally supportive staff help children to overcome frustrations in their learning. They support children to remain calm and understand how they can find solutions to difficulties they encounter. Staff regularly use the language of feelings in their conversations with children.
- The manager has highly effective induction procedures in place and uses ongoing supervisions and regular team meetings very effectively to enhance staff interactions with children. Everyone in the setting values ongoing professional development.
- Parents are very complimentary about the setting. They comment on how all staff are very welcoming and make time to talk to them. Parents feel highly involved in their children's learning and development. They particularly value the regular observations and photographs posted to the online system that the setting uses.

## What the setting needs to do to improve further

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

- continue to refine the ways the analysis of children's progress is undertaken to maintain the high-quality practice and excellent progress children make.

### 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 and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager and deputy manager.
- The inspector held a meeting with the manager and deputy manager. The inspector also looked at relevant documentation, such as the setting's policies, accident records and evidence of the suitability of staff working in the setting.
- The inspector spoke to and received written feedback from a number of parents during the inspection and took account of their views.

### Inspector

Julia Sudbury

## Inspection findings

### Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. All staff have a robust understanding of how to keep children safe. They are very alert to the signs of possible abuse and are clear about how to report and record any concerns about a child's welfare. Staff understand the procedures to follow should they have concerns about another staff member's conduct. Sound recruitment procedures ensure that required checks are completed to confirm the suitability of staff and committee members. There is a highly effective system to monitor assessments, observations and children's development. This ensures accuracy and consistency across the staff team. The manager intends to further enhance the monitoring and analysis of children's progress. Staff regularly attend local network meetings to help keep up to date with best practice.

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

All staff understand children's learning needs extremely well. The setting provides children with an abundance of opportunities to develop their early mathematical skills. Staff make the most of every opportunity to help children learn to count and understand numbers. As children cut straws, staff talk with them about size, and support the children to consider which straw is the biggest and which is the smallest. The staff understand the importance of language development. All staff hold meaningful conversations with children. They are alert to those who lack confidence or for whom language development is slower. Staff regularly read books, engaging children extremely well. Effective planning supports children to make the very best possible progress.

### Personal development, behaviour and welfare are outstanding

Children develop warm and affectionate bonds with their key person and very quickly settle in their care. All staff have calm and respectful interactions with children and regularly praise them or show delight in their achievements. Children have plenty of opportunities to learn about healthy lifestyles. Outside they take great delight in playing chasing games with enthusiastic members of staff. As children ride scooters, they enjoy the sensation of rolling down a slight hill into a puddle. Children learn about other people's similarities and differences. They discover traditions, cultures and festivals different to their own.

### Outcomes for children are outstanding

All children are making excellent progress, including those whose starting points were low on entry to the setting. All children are highly motivated and become deeply involved in their learning. As they cut up straws, children discover how to prevent them twisting and work out which part of the scissors cut best. Children demonstrate problem-solving skills as they build train tracks, working out which sized pieces they need to fit into gaps. Children are highly imaginative and become engrossed in their pretend worlds. Children are competent learners who are acquiring the skills needed for the next stage of their learning, including school.

## Setting details

<b>Unique reference number</b>	EY539983
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10079291
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	28
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Ketton Early Birds
<b>Registered person unique reference number</b>	RP539982
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01440 709666

Ketton Early Birds registered in 2016. The setting employs 15 members of childcare staff, of these 12 hold appropriate qualifications, ranging from level 2 to level 5. The pre-school and out-of-school club are open during term time from 8am until 5.45pm, Monday to Friday. In addition, a holiday club runs from 8am until 5.30pm in line with parental demand. The setting provides funded early education for two-, three- and four-year-old children.

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