

# New Forest Child Care Cic Blackfield



Blackfield Baptist Church, Hampton Lane, Southampton, SO45 1XA

<b>Inspection date</b>	8 September 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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		Not applicable	

## Summary of key findings for parents

### This provision is good

- Staff work closely with parents from the start to support children's needs and well-being. They observe children to monitor and encourage their interests and skills.
- Staff manage children's behaviour consistently and help them to develop positive attitudes and good behaviour. For example, children learn about respect and tolerance, and how their actions might make others feel. They include others considerately and share lots of laughter in their play.
- Staff maintain safe and secure play areas for children and help them to learn how to keep themselves safe from harm in their day-to-day activities.
- Staff benefit from regular professional development to update their knowledge and skills. For example, they all attend training to help them safeguard children's welfare and support healthy lifestyles consistently.

### It is not yet outstanding because:

- Staff do not consistently support children's independence and choices at teatime.
- Although staff share information with the schools children attend, they do not always obtain detailed information from teaching staff to help them complement children's development even further.

## What the setting needs to do to improve further

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

- develop the organisation of teatime to support children's independence even further
- develop the partnerships with all the schools children attend to complement children's developmental needs even further.

### Inspection activities

- The inspector observed activities and the care of children in the hall and the outdoor play area.
- The inspector sampled children's records and documentation.
- The inspector checked records of staff suitability checks and discussed management's knowledge and understanding of the early years foundation stage.
- The inspector took account of the views of parents.

### Inspector

Bridget Copson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff have a good understanding of the requirements of the early years foundation stage. They have a clear understanding of how to support children's welfare and the correct procedures to follow in the event of a concern about a child. The management team monitors staff performance successfully. For example, the team provides support sessions every term to identify any additional training needs and meetings each month to ensure staff meet children's needs consistently. The management team and staff reflect on the group's provision and include children in identifying areas for improvement. For example, a children's council meets to make suggestions, which has resulted in new activities and different snacks at teatime.

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

Staff plan a good range of activities and experiences for children each week, linked to their interests as well as seasonal and topical events throughout the year. They encourage children to make their own choices and they get involved to keep children interested. For example, children were keen to join in a body painting activity in which staff encouraged them to choose their own colours and designs. Staff supported children in waiting for their turn and in counting their designs, and they asked children questions about what they were creating. Children showed off their designs proudly and soon returned to complete more. Staff support children's communication and language development well. For example, they instigate discussions to encourage children to talk about their school day, home news and what they are doing in their play.

### Personal development, behaviour and welfare are good

Staff provide a warm welcome to children, who arrive happy, settle quickly and remain engaged for long periods in their play. Children confidently move freely between the indoor and outdoor play areas with resources to create their own ideas and games. For example, staff support children in finding blankets and soft mats to create their own dens in the garden, in which children sit and talk together. Staff know the children well and provide activities to support their interests. For example, some children choose to read quietly or to build constructions and create with imagination, while others play energetic games. Staff support children's health and fitness well. For example, they provide healthy fresh snacks and lots of physical play activities.

## Setting details

<b>Unique reference number</b>	EY484378
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1000071
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	45
<b>Number of children on roll</b>	150
<b>Name of registered person</b>	New Forest Child Care CIC
<b>Registered person unique reference number</b>	RP901830
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07716 192 939

New Forest Child Care CIC Blackfield registered in 2014. It is located in Southampton, Hampshire. It is one of six clubs in the Hampshire area. The group is open during term time only from 3pm to 6pm. The group employs four members of staff, of whom three hold early years qualifications at levels 3 to 6.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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