

# Worcester Early Years Centre



Manor Farm, Malvern Road, Lower Wick, Worcestershire, WR2 4BS

<b>Inspection date</b>	7 March 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b>	<b>1</b>
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 management are inspirational. They are extremely knowledgeable, highly experienced and dedicated to their roles. Leaders, managers and staff share vision and drive for excellence. They are forward thinking, consistently reflect on their practice and swiftly identify where improvements can be made.
- The premises are exceptionally well organised and resourced in abundance, both indoors and outside to meet the needs of all children who attend. Staff innovatively utilise all space and develop exciting areas, such as the sensory room. Children explore lighting and tactile panels to develop their curiosity and thirst for learning.
- Staff have high expectations of what each child can achieve. They know children exceedingly well and plan meticulously for children's individual needs and interests. A robust key-person system fully supports children's emotional well-being and helps them to develop exceptionally secure and trusting relationships.
- The managers and staff have an excellent overview of the progress children make. Precise monitoring identifies where children are not achieving at the highest levels and swift interventions are put in place to help them catch up.
- There are excellent strategies in place to support children's behaviour. Staff have written and implemented imaginative stories and songs about farmyard animals to teach children to listen, share and work together.
- Partnerships with parents, other providers and professionals are strong. Information is shared in a wide range of ways. As a result, children's care and learning is consistent and exceptionally well complemented.

## What the setting needs to do to improve further

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

- continue to focus professional development opportunities on maintaining the already exceptional practice and monitor the impact this has on the excellent outcomes for children already achieved.

### Inspection activities

- The inspector had a tour of the premises and observed children engaged in a variety of learning experiences, indoors and outdoors.
- The inspector observed and evaluated a learning activity with a manager.
- The inspector viewed evidence of the suitability of staff working at the setting.
- The inspector talked to the management team about the priorities for improvement.
- The inspector spoke to staff and children at appropriate times during the inspection. She also took account of the views of parents spoken to on the day.

### Inspector

Tina Smith

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Arrangements for safeguarding are effective. All staff have children's safety and well-being at the heart of their practice. They know exactly what they should do if they have concerns about a child's safety or welfare and are highly proactive in protecting children from harm. Staff access well-targeted training and benefit from supervisory meetings. Their practice is observed and feedback provided. This has a very positive impact on the quality of care and education provided. Leaders are driven in their aim to encourage staff to continually build on their already exceptional knowledge. They have plans in place to further develop staff's professional development and intend to evaluate the impact on outcomes for children.

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

Children are offered an inspiring range of activities that quickly capture their curiosity and help them develop a positive attitude to learning. They learn about different cultures and festivals such as Holi, the festival of colour. Children use their imagination as they dress in traditional costume and express their creativity as they throw coloured paper to replicate paint. The level of concentration at small-group time is exceptional. Children think and predict as they carefully add paint to foam and gaze in awe at the marble effect it creates. The quality of interactions between staff and children are excellent. They share their ideas, think out loud and are engrossed in meaningful conversations. Babies are supported to explore and investigate rich and varied experiences. They excitedly examine dough with their fingers and discover how toys move or make noise. Staff sing enthusiastically and babies are animated as they join in with action songs.

### **Personal development, behaviour and welfare are outstanding**

Children's health and physical development is promoted exceptionally well. Babies and young children sleep safely and peacefully in beautifully decorated and cosy sleep rooms. Children enjoy highly nutritious meals and snacks which are prepared by the onsite chef. They grow vegetables and visit the farm to watch cows being milked. Consequently, children are beginning to understand where food comes from. Young children enthusiastically wriggle and move to music. Highly motivated staff model how penguins move and encourage children to copy them. Staff are particularly skilled in teaching children how to handle risks and use their own initiative to solve problems and cooperate with others. For example, children work together as they build with blocks in the outdoor construction area and delight in opportunities to investigate how water flows in the inspirational water garden.

### **Outcomes for children are outstanding**

All children make excellent progress in their learning and acquire the key skills required in preparation for school. They are extremely confident, self-assured and eager to join in. Young children listen attentively and follow instruction exceedingly well. Children practise writing their name and learn the sounds that letters represent. They recognise mathematical concepts and have a wealth of opportunities to count, sort and match.

## Setting details

<b>Unique reference number</b>	EY491783
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1026319
<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, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Worcester Early Years Centre Limited
<b>Registered person unique reference number</b>	RP907611
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01905 749291

Worcester Early Years Centre Ltd registered in 2015. The centre employs 38 members of childcare staff. Of these, four hold Qualified Teacher Status, and 30 hold appropriate early years qualifications from level 2 to level 6. The centre is open Monday to Friday, 50 weeks of the year, from 7am until 6pm. The centre provides funded early education for two-, three- and four-year-old children, on Wednesday, Thursday and Friday, term time only.

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