

<b>Inspection date</b>	12 September 2017
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		Good	2

## Summary of key findings for parents

### This provision is good

- Managers assess risks in the children's environment and make any necessary adjustments to ensure hazards are minimised. Children are closely supervised and staff are deployed well to help ensure the safety of children.
- Staff are kind and responsive. Children have formed close emotional bonds with staff and are confident to approach them with their wants and needs. Staff are patient and caring with children when they are unsettled on arrival to help them feel reassured.
- The quality of teaching is good. Staff plan effectively for individual children's learning and monitor their progress. They provide a broad range of interesting activities that provides children with good opportunities to be active and engage in exploratory play.
- Staff value the good partnerships in place with parents. Parents are well informed of all aspects of their children's care and progress on a regular basis. They are able to contribute to children's assessment records and receive ongoing information about how they can support their children's learning at home.
- Managers lead and manage the setting well. They consistently evaluate all aspects of the setting and take into consideration the views of staff, parents and children. Actions for development are targeted firmly on providing the very best care and education for all children who attend.

### It is not yet outstanding because:

- Effective systems to closely monitor staff's performance are not yet fully embedded.

## What the setting needs to do to improve further

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

- sharpen the focus on monitoring staff practice to help raise the quality of teaching and learning to the highest level.

### 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 during the inspection. She held discussions with some staff about their practice and children's learning and development.
- The inspector held a meeting with the setting owners. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Carly Mooney

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their responsibilities to meet children's needs and be vigilant about their safety. Staff are confident in their knowledge of child protection and know how to report their concerns. Robust recruitment procedures help to ensure staff are suitable to work with children. There is a suitable complaints procedure in place and managers ensure that they respond to any parental concerns in a positive and timely fashion. Staff meet regularly with managers to discuss their welfare and professional development needs. They attend training that helps them to support the needs of the children in the setting.

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

Staff provide a stimulating learning environment and they have a clear understanding of how children learn through play. Staff consistently talk to children, give clear explanations and use new words to help enhance and support their language and thinking skills. Children who speak English as an additional language are well supported. Children are keen to explore and investigate. They use their senses to smell and touch a variety of herbs and spices in sensory play. Children pretend to make cups of tea using real tea bags and cold water. They learn to develop good hand and eye control as they carefully use the teapot to pour the tea into small cups. Older children are curious to see what happens when a rubber is used on the pencil marks they have made on their paper.

### Personal development, behaviour and welfare are good

Children welcome staff's interaction and support in their play. Staff are caring and speak to young children in calm, soothing voices. Babies settle easily and quickly in their care. Staff show a good appreciation for children's different backgrounds and work closely with parents at the beginning to meet children's care needs. Children behave well. Staff are consistent in their handling of any small conflicts and offer sensitive and timely support where necessary. Older children learn to solve their own issues and find solutions to problems. They show kindness and consideration to babies and toddlers. The garden areas are used well as a positive learning environment and children are provided with many physical challenges in their play. Staff help children to develop an understanding of a healthy lifestyle. They eat nutritious foods and help tend to their own vegetable allotment in the garden.

### Outcomes for children are good

All children, including those for whom the setting receives funding, are making good progress from their starting points. Children develop a range of key skills that prepares them well for their move to school. They listen to staff and can follow instructions. Children learn to become independent in their self-care. Older children learn to dress and undress themselves for outdoor play. Children demonstrate good mathematical skills. They count and recognise numbers. Children understand concepts, such as more and less, when matching quantities.

## Setting details

<b>Unique reference number</b>	EY541159
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1112998
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	20
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Little Incredibles Childcare Ltd
<b>Registered person unique reference number</b>	RP541158
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07967854722

Little Incredibles registered in 2017. The setting employs eight members of childcare staff. Of these, six hold appropriate early years qualifications from levels 2 to 5. The setting opens for 48 weeks of the year. Sessions are from 8am until 5.30pm from Monday to Thursday and from 8am until 3.30pm on Fridays. The setting provides funded early education for two-, three- and four-year-old children.

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