

# EEC @ Frogwell

Frogwell Spring Rise Childrens Centre, Frogwell, Chippenham, Wiltshire, SN14 0DH



## Inspection date

6 January 2017

Previous inspection date

28 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
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

- Staff use excellent strategies to engage all parents as partners in their children's learning. For example, parents are invited to lunch every Friday where they receive information and advice regarding specific aspects of their children's development. They are fully involved in their children's learning.
- Teaching is of a consistently high quality and takes account of children's individual learning needs. Children are keen to engage in the exciting activities. They are motivated to learn and concentrate well. They gain excellent skills in readiness for school.
- The manager and staff make precise and accurate assessments of children's development, and quickly identify where children need additional support. All children, including those who are learning English as an additional language and those who have special educational needs, make very good progress and any gaps in achievements are closing.
- Self-evaluation is highly effective. The manager and staff identify areas for improvement that have the best impact on children's learning and development. For example, they have vastly improved how they communicate with children and families who speak other languages, to help them settle into the group more quickly and easily.
- Children are very settled and secure in the setting. They develop extremely close bonds with the staff and one another. They play well together cooperatively and show they learn to develop respect for their friends.

## What the setting needs to do to improve further

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

- extend older and most-able children's understanding of patterns, as part of their mathematical development.

### Inspection activities

- The inspector observed children and staff during activities, indoors and outdoors, and assessed the quality of teaching.
- The inspector carried out joint observations of activities with the manager and discussed the impact of teaching on children's learning.
- The inspector carried out a leadership and management meeting with the manager and the deputy chief executive officer of the trust.
- The inspector spoke to several parents to seek their views about the setting.
- The inspector spoke to staff and children at appropriate times throughout the inspection, and sampled a range of documentation, including recruitment records, staff suitability checks and qualifications.

### Inspector

Charlotte Jenkin

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. All staff have high regard for children's well-being and work extremely closely with relevant agencies to ensure children are kept safe. Recruitment procedures are rigorous and staff's ongoing suitability is checked regularly. The manager supports staff extremely well and monitors the quality of teaching closely. Staff attend a wide range of training opportunities that help them improve their teaching skills continually. The manager works with local agencies to identify trends in groups of children's progress. She expertly implements new strategies, and uses additional funding very well, to quickly target and close gaps in children's learning. For example, recent literacy training has helped staff to significantly improve boys' listening and concentration during story times. Staff work in very close partnership with other professionals involved in children's care to ensure a consistent approach to supporting all children's learning.

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

Staff are highly skilled at supporting children's learning. They respond well to children's natural curiosity. For example, when children were fascinated to discover ice in a tyre, staff helped them break it up and examine it. Staff model language by talking about what children are doing and introducing new words, such as 'transparent' and 'bubbly', to increase children's vocabulary. Staff support all children's communication consistently, giving them all a 'voice' regardless of their speaking abilities. Staff encourage children to explore and experiment. They skilfully ask them questions, for example, 'What might happen if...?' to support their problem-solving skills. However, at times, staff do not extend older and most-able children's mathematical skills in recognising patterns.

### Personal development, behaviour and welfare are outstanding

Children have excellent opportunities to develop their physical skills. They thoroughly enjoy dancing and are keen to be active outdoors. Children and their families learn about the importance of oral health; children clean their teeth daily and are all registered with a dentist. Children receive healthy snacks and meals during the day, including breakfast. They engage in enjoyable activities that help them learn about the differences and similarities between themselves and others, such as by visiting restaurants to taste foods from around the world. Children confidently sing and speak in their home languages.

### Outcomes for children are outstanding

All children are enthusiastic learners and confident communicators; for instance, they use speech, pictures or hand signs to choose what they wish to play with. Children use their imaginations very well, such as when making collages. They concentrate for long periods and are keen to test their ideas, such as checking whether their mixture will 'boom' more if they add extra vinegar. Children gain extremely useful skills in readiness for school.

## Setting details

<b>Unique reference number</b>	EY447621
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1069151
<b>Type of provision</b>	Sessional 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>	2 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	The Rise Trust
<b>Registered person unique reference number</b>	RP530600
<b>Date of previous inspection</b>	28 January 2014
<b>Telephone number</b>	012494640008

The Rise Early Excellence Centre at Spring Rise Children's Centre registered in 2012. It is located in Frogwell in Chippenham, Wiltshire. It is one of three Rise Children's Centres in Chippenham. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The centre operates on weekdays from 8.45am until 2.45pm during school term times. It employs five staff; of these, two hold relevant qualifications at level 6 and the remaining staff have qualifications at level 3.

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