

Report for Childcare on Domestic Premises

Inspection date

14 July 2016

Previous inspection date

28 February 2014

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
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

- The providers have effective systems to monitor the quality of teaching. They identify staff's strengths and areas for professional development to keep improving outcomes for children. Through training, staff have extended their support for children's language and communication skills, especially those learning English as an additional language.
- Staff carry out regular observations on children's development. They use the information well to know how to motivate children, challenge them appropriately and help them make good progress.
- There is a well-established key-person system. Babies and young children become animated when they see their special person. Staff meet children's emotional and physical needs well. They provide good role models. Children behave well and develop a positive awareness of people's differences.
- Children enjoy having age-appropriate responsibilities. Staff help them gain confidence and independence. Children have strong self-esteem and enjoy their learning.

It is not yet outstanding because:

- The organisation of whole-group activities is sometimes noisy and children are occasionally distracted, so not all children can concentrate and engage fully.
- Staff have good information on children's individual needs to help them settle and meet their care routines. However, they do not have a full picture of children's all-round development at the time they start, to know how best to plan for them from the outset.

What the setting needs to do to improve further

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

- organise whole-group activities in ways that enable children to listen, engage fully and concentrate
- seek further information on what children already know and can do when they first attend the setting, to plan even more effectively for their progress from the start.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with parents, staff and children present at the inspection.
- The inspector held a meeting with the providers and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider and staff carry out good risk assessments and take appropriate action to keep children safe. Staff understand the procedures to follow should they be concerned about a child's welfare. Through constant self-evaluation, including the views of staff, parents and children, the provider creates appropriate action plans to achieve improvement. For example, they have implemented activity plans for parents to use at home. Their new assessment system has been successful in engaging parents better in their children's learning. It has helped the manager identify where they can improve the curriculum further. She ensures that key persons plan effectively to meet the needs and interests of each individual child. Where children need extra support from outside agencies, staff work well in partnership with them, to help children catch up.

Quality of teaching, learning and assessment is good

Staff have a good understanding of children's interests and use them to plan activities that motivate their learning. For example, they encourage children's speaking and listening skills through their love of cars. Staff help children to use all their senses and describe their actions. They demonstrate to young children how to use equipment and give them good opportunities to practise their new skills. Staff organise activities and resources in a way that helps children to follow their interests and which extends their learning well. For example, children use small cars and various ramps indoors before going outside to take large vehicles and make a larger ramp to roll them down. When children return to the small cars, which staff have left out for them, they are able to continue their game, allowing them to make further comparisons and develop their ideas. Staff plan fun activities to help older children learn to predict and test their ideas through trial and error. For example, they excitedly find items they think will sink or float in water.

Personal development, behaviour and welfare are good

Children have positive relationships. They settle quickly, are pleased to see their friends on arrival and play together well. Children use a range of good-quality resources indoors and outdoors. They know where to find them and confidently retrieve them to develop their creative ideas. For example, children make cakes with play dough and, encouraged by staff, this becomes a tea party with picnic resources and dolls. Children develop a good understanding of keeping safe and healthy. For example, they talk about caring for their teeth and staff help children become independent in their personal needs.

Outcomes for children are good

Staff prepare children well for their next stage of learning and school. For example, the youngest children develop good hand-to-eye coordination and other physical skills. Children are confident communicators and learn good social skills. Older children recognise numerals, use mathematical language in their play and gain information from books, such as about the lifecycle of a caterpillar. Children explore textures and find ways of using them. For example, they mix mud and water to paint and develop early writing skills.

Setting details

Unique reference number	EY347393
Local authority	Somerset
Inspection number	1054378
Type of provision	Full-time provision
Day care type	Childcare - Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	18
Number of children on roll	34
Name of registered person	
Registered person unique reference number	RP510981
Date of previous inspection	28 February 2014
Telephone number	

Chesters House Child Care is one of two privately owned settings. It registered in 2010. It is situated in a residential area of Chard in Somerset. The registered person lives on-site, along with members of their family. The setting is open each weekday from 7.30am to 6pm all year round, except for bank holidays and a week at Christmas. The setting receives funding to provide free early education to children aged two, three and four years. There are six members of staff. Of these, one holds early years professional status and four staff hold early years qualifications# at level 3. One member of staff is working towards a qualification at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

