

# Report for Childcare on Domestic Premises

**Inspection date**

18 July 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		Good	2

## Summary of key findings for parents

### This provision is good

- Staff monitor both individual and groups of children well, and seek appropriate interventions to help give children the support they need.
- Effective and well-established programmes of professional development help staff to improve their knowledge and practice. Teaching is consistently strong.
- Staff have a secure knowledge and understanding of how to encourage children's learning and development. They effectively develop children's communication and language skills and develop their physical, social, personal and emotional skills.
- Staff provide a stimulating and welcoming environment, both indoors and outdoors, and use this generally well to help keep children motivated and interested in their play.
- Children learn to respect and celebrate each other's differences. For example, they develop an understanding of diversity and other cultures.
- Children make good progress and develop the key skills needed for the next steps in their learning, particularly for starting school.

### It is not yet outstanding because:

- Staff do not always explore ways to extend children's awareness that print carries meaning and develop their early literacy skills further. For example, there are limited opportunities for children to see written print around the provision.
- Staff do not always organise all activities effectively. For example, at times, during whole-group story sessions the youngest children become irritable and distracted.

## What the setting needs to do to improve further

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

- further develop children's understanding that print carries meaning
- further develop the organisation of activities to fully engage children and help them gain the most from them.

### Inspection activities

- The inspector observed activities and the interactions between staff and children in the indoor and outdoor environments.
- The inspector took part in a joint observation with the manager.
- The inspector took account of parents' views through discussion with them.
- The inspector viewed a range of written documentation, including children's development records, policies and procedures.
- The inspector spoke to staff and managers about different aspects of their roles, including planning and safeguarding.

### Inspector

Kimberley Luckham

## Inspection findings

### Effectiveness of the leadership and management is good

The manager effectively evaluates the provision. She actively seeks and acts on the views of staff and parents to help her make continual improvements to improve outcomes for children. Since registration the outdoor area has been extensively developed to help children explore and learn. For example, there is now a bug garden, a growing area, a mud kitchen, quiet cosy sheltered areas and plenty of opportunities for children to be creative and physically active. An effective system of staff supervision and performance management helps maintain their consistently strong practice. Safeguarding is effective. Staff assess the environments for potential hazards, addressing any they find, and are aware of the safeguarding procedures and where to refer any concerns for children's welfare on to.

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

Staff undertake regular observations and assessments of children's progress and plan suitably challenging next steps in their learning. An effective key-person system helps provide support to children and their parents, as well as providing a consistent and familiar adult for children and staff to go to. High priority is given to maintaining the successful strategies staff use to engage parents in their children's learning. These also help effectively support continuity in children's care and learning. Children learn about people and communities beyond their immediate experiences. For example, they enjoy taking the nursery bear to different parts of the world on holiday. They share the experience with staff and their friends by contributing to an 'around the world' display.

### Personal development, behaviour and welfare are good

Children enjoy opportunities to help develop their imaginative, physical and mathematical skills. For example, children creatively use a wide variety of tools and resources to explore water, sand and mud to create 'cakes' and 'candles'. Staff reinforce children's awareness of a healthy lifestyle well. For example, they engage children in purposeful conversations about healthy eating and promote healthy lifestyles with their healthy, freshly prepared food and a 'healthy choices' display. Children are very well behaved and show respect and value for one another.

### Outcomes for children are good

Children are confident and enthusiastic learners. They show high levels of security, safety and well-being and they are motivated in taking the lead in their own learning. For example, children are able to identify how to wait and take turns during a group game. Children effectively learn an excellent range of skills. For example, high priority is given to encouraging children's independence skills, such as dressing, dishing up their own lunch and managing their own hygiene needs.

## Setting details

<b>Unique reference number</b>	EY479274
<b>Local authority</b>	Kent
<b>Inspection number</b>	983351
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - 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>	16
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	
<b>Registered person unique reference number</b>	RP511253
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

Busy Bodies re-registered in 2014 due to a change in management status. The setting is based in Maidstone, Kent. It is open from 7am to 6pm on Monday to Friday for 47 weeks of the year. The setting receives funding for the provision of free early education for children aged two, three and four years. There are six staff, five of whom have suitable early years qualifications at level 6 and level 3.

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