

Report for Childcare on Domestic Premises

Inspection date

17 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
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 management and staff are ambitious and very keen to improve the quality of teaching and skills. They make good use of training opportunities, for example, to develop staff practice in specific areas, such as building individual specialist knowledge linked to meeting children's needs.
- Staff and the management use tracking effectively to identify any areas in which children need extra help to catch up. For example, they focused planning on activities that encourage children to think critically, previously identified as a generally weak area.
- Parents feel very welcome and informed. Staff involve them effectively in children's learning. For instance, they organise family days and progress-review meetings, and offer ideas to continue children's learning at home.
- Children make good progress from their individual starting points. They are enthusiastic and enjoy the wide range of activities available. Children are confident and quickly become engrossed in whatever they choose to do.

It is not yet outstanding because:

- On occasions, staff do not always organise group activities at a level all children understand and can fully take part.
- Children do not always have a wide range of opportunities to explore and fully extend their understanding of the natural world around them.

What the setting needs to do to improve further

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

- develop the organisation of group activities even more to further enable all children to take part
- continue to extend the opportunities for children to explore and learn about the world around them.

Inspection activities

- The inspector observed staff teaching and children learning, inside and outside.
- The inspector spoke to parents, staff and the manager at convenient times, and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector looked at documentation, including staff and children's records, risk assessments and some policies.

Inspector

Jill Steer

Inspection findings

Effectiveness of the leadership and management is good

Managers have a good understanding of their roles and responsibilities. For example, new staff complete suitability checks and once they start, attend mandatory training. Managers monitor staff performance and provide regular support and coaching. They review staff practice and ask for parents' feedback, which helps them develop improvement plans, such as reviewing and improving the support staff provide to help children prepare for school. Strong partnerships with parents develop in many ways. For instance, parents receive a daily report about their children, regular newsletters, ideas for activities to do at home, and invitations to events, such as picnics. Staff work in partnership with other professionals when needed, such as giving additional support to children. All staff have a good understanding of child protection procedures and know how to report concerns and keep children safe. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Staff know children well. They carefully consider how activities support children's individual progress. For example, staff plan specifically to build on children's next steps in learning and their interests. Staff praise children continually, which helps to encourage them and build their confidence. Children knead and roll dough and have an array of tools to use to help. They roll and squeeze dough into machines to create shapes and objects, and snip at it skilfully with scissors. Staff play a simple, encouraging and supportive role. For example, they ask children what they are doing and how they will achieve it. Children learn to predict outcomes and compare shapes and sizes. There are good systems to prepare children for school. For example, children take home a 'book in a bag' to read with family, count and recognise some numbers and letters.

Personal development, behaviour and welfare are good

Children have a positive sense of well-being and belonging. They form good relationships with staff and their peers. Children think about others, share and take turns. They develop good self-control and behave very well. Children learn how to keep safe. For example, they demonstrated the safe way to carry scissors and looked where they were going on bicycles. Children benefit from a stimulating and welcoming environment inside and outside. For example, they enjoy exploring and being physically active in the garden.

Outcomes for children are good

Children develop many skills that prepare them well for future learning and school. They are confident, independent and learn to persevere with tasks. Children recognise letters and know what sounds they make. They gain early mathematical skills, such as quantity, position and capacity. All children make good progress in relation to their starting points.

Setting details

Unique reference number	EY481098
Local authority	East Sussex
Inspection number	993831
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	20
Number of children on roll	47
Name of registered person	
Registered person unique reference number	RP511257
Date of previous inspection	Not applicable
Telephone number	

Wild Monkeys Childcare Ltd registered in 2014 and operates from the provider's house in Peacehaven, East Sussex. The setting is open each weekday from 8am to 6pm for 51 weeks each year. There are 14 members of staff, most of whom hold appropriate early years qualifications. One member of staff has qualified teacher status. The setting receives funding to provide free early education for children age two, three and four years and the Early Years Pupil Premium.

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