

Report for Childcare on Domestic Premises

Inspection date

20 July 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 effectively tracks children's development to monitor progress and identify any gaps in learning for individual children or groups of children. This helps it to put effective strategies in place to close gaps and improve children's outcomes.
- An effective key-person system ensures that staff get to know babies and children very well and form close bonds. This helps them to become self-assured and confident learners, keen to take part in activities and enjoy exploring.
- Children and babies make typical or above typical progress in their learning and development, including those children who receive additional funding.
- Children and babies are happy and clearly enjoy their time at the setting. They play cooperatively and behave very well. Staff have clear expectations of children's abilities, and role model positive behaviour and language.
- Staff make regular and precise observations and assessments of children, which enable them to plan interesting and enjoyable activities around their interests. This helps children to remain focused, stimulated and interested in their play.

It is not yet outstanding because:

- At times the management misses opportunities to establish and continue effective partnerships with other settings to help improve outcomes for children.
- Occasionally, staff intervene too quickly after asking questions and do not allow children enough time to think creatively and develop their own ideas effectively.

What the setting needs to do to improve further

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

- build on opportunities for more effective partnerships with all other settings that children attend, to strengthen children's outcomes
- extend opportunities for staff to ensure children always have sufficient time to think creatively and develop their own ideas.

Inspection activities

- The inspector toured the premises and observed the impact of teaching on children's enjoyment and development.
- The inspector spoke with parents to gain an understanding of their views.
- The inspector completed a joint observation of an activity with the manager.
- The inspector sampled a range of documentation.
- The inspector spoke with the manager and staff about their practice and the impact on children's learning and development.

Inspector

Claire Watson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management follows effective child protection policies and procedures. The well-qualified management and staff are well informed and keep up to date with all practice guidance and procedures, for example by attending good ongoing training. Management ensures that accurate evaluation of the pre-school takes into account the views of parents, staff and children. Improvements in practice are continual; for example, a sensory room is in progress to extend children's experiences. Staff receive effective support, for example, during peer-on-peer observations and regular coaching by management to improve their personal effectiveness and teaching abilities.

Quality of teaching, learning and assessment is good

Staff are enthusiastic teachers. They support children's play very well to extend their learning and, for example, know when to step back to allow children to play independently. For instance, staff watch children manipulate frozen paint lollies but are on hand to answer their questions as the ice begins to melt. Children enjoy exploring; for example, they scoop water and small coloured balls into containers. They pour the water through funnels, down tubes and are fascinated as it cascades down a slide bringing the balls with it. Staff keep parents regularly informed of their children's progress and share ideas to extend children's learning at home.

Personal development, behaviour and welfare are good

The environment is stimulating, interesting and well resourced. This contributes to children having exciting opportunities to play independently and in group activities. Children listen carefully to instructions from staff, share well, and are helpful and kind to each other. Staff plan activities to suit the age and stage of development of each baby and child. They praise children effectively, boosting their self-esteem and their wish to achieve. Staff positively support children to understand each other's differences and similarities. Children learn about people, languages and cultures from around the world. For example, children become confident speakers in Spanish as well as English, as all staff are bilingual.

Outcomes for children are good

Children are supported effectively and become independent learners. For example, they learn to dress themselves and make choices. They show an increasing confidence to take appropriate risks and attempt all activities. This helps prepare them for their next stages of learning, including the move on to school. Older children show an awareness of foods that are good for them and where they come from. For example, they help to grow vegetables and fruit, and enjoy eating them. This contributes to children leading a healthy lifestyle.

Setting details

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| Unique reference number | EY474805 |
| Local authority | Brighton & Hove |
| Inspection number | 968237 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 0 - 4 |
| Total number of places | 21 |
| Number of children on roll | 34 |
| Name of registered person | |
| Registered person unique reference number | RP511240 |
| Date of previous inspection | Not applicable |
| Telephone number | |

La Casita, a bilingual pre-school, registered in 2014 and is based in Hove, East Sussex. The pre-school is open from 8am to 6pm on Monday to Friday for most of the year. There are eight staff, six of whom hold relevant early years qualifications to level 3 or above. This includes four staff with degree-level qualifications, including two with qualified teacher status. The pre-school receives funding to provide free early education for children aged two, three and four years.

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