

Report for Childcare on Domestic Premises

Inspection date

25 October 2016

Previous inspection date

17 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 manager is passionate about providing the best possible service. She researches issues and is very proactive in implementing improvements to both the environment and staff's practice. Staff are encouraged to undertake training and further qualifications that have a positive effect on their teaching skills.
- Children are extremely confident. Even young children show very high levels of independence and physical skill. They follow the example of the older children and are very competent at mealtimes where they make many choices.
- Staff undertake assessments of children's abilities and carefully use these to plan activities that help children make progress in all areas of learning. Children are strongly supported to develop their communication, social and physical skills.
- Parents value the small size of the provision. They feel the homely environment allows their children to mix with a wide range of ages, which has a positive effect on their development. They are provided with detailed information in a range of formats, which gives them the best possible chance to work with staff to help their children develop.
- The provider has made considerable effort over recent years to develop the inside and outside environments. They are bright, vibrant and very well planned to provide stimulating play spaces for children who enjoy learning both inside and outside.
- Children enjoy using outdoor classrooms and role play, with separate covered areas for babies and older children. This means children can play comfortably outside whatever the weather or combination of ages being cared for.

It is not yet outstanding because:

- Children are not encouraged enough to develop their own ideas about why things happen, how they can create something themselves or how to manage simple problems, so they are better equipped to solve problems for themselves.

What the setting needs to do to improve further

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

- enhance children's abilities to think through things for themselves and develop new ways to do things or solve simple problems.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as the setting's self-evaluation file and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Sarah Rhodes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The suitability of staff members is checked when they are recruited and on an ongoing basis. All staff understand their individual responsibility to keep children safe and what would constitute a safeguarding concern. They keep children well supervised when playing outside and during play and sleep time routines inside. The manager closely observes staff's teaching practice and reviews their assessments of children's learning to ensure all groups of children are making at least expected progress. She assesses what can be enhanced and provides staff with coaching and bespoke in-house training.

Quality of teaching, learning and assessment is good

Staff know children well and use their assessments of children's abilities to effectively plan for their learning. They gather information from parents about what interests children and what they can do. They provide activities based on this knowledge and also introduce children to new ideas to broaden their horizons. Staff are skilled at ensuring children actively listen to what is being said in targeted group times. They effectively draw younger children's attention and input. They give clear explanations and use visual cues to aid children's understanding. Staff use questions that help children to recall stories and ask children to predict what may happen next. Frequent walks in the local area introduce children to a range of animals and plants as well as the passage of time.

Personal development, behaviour and welfare are good

Children's emotional well-being is well supported in this small setting. They develop close relationships with their key person and other staff. Children are happy and confident; those who need extra support to settle are quickly helped. Mealtimes are unhurried social occasions where children and adults eat freshly prepared meals together. Children are encouraged to try different foods and parents feel well supported in helping their children develop good eating habits. Children develop a good understanding of how to keep themselves safe. For example, they are reminded why they should not rock on their chairs or how to use equipment safely. Children behave well and are kind to others. The mixed age range allows older children to help younger ones with daily activities.

Outcomes for children are good

A real strength of the setting is the effective way children's independence is promoted and their ability to make choices is consolidated. Children are very competent in serving themselves; they carry their dishes and clear away at the end of a meal. They develop a love of books and songs and confidently develop their literacy skills. Children have a range of role play opportunities which encourages their writing and number skills as well as their imagination and empathy for others. Younger children use a growing number of words as they play with old mobile telephones and props and puppets linked to rhymes and songs. Children are well prepared for the next stage in their learning. Most are working comfortably within the range of development typical for their age. Children who receive additional funding are making good progress and have targeted support, in order for them to achieve progress in line with their abilities.

Setting details

Unique reference number	EY390446
Local authority	Stoke on Trent
Inspection number	1065348
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 - 8
Total number of places	20
Number of children on roll	42
Name of registered person	
Registered person unique reference number	RP510955
Date of previous inspection	17 June 2013
Telephone number	

Brook Cottage Childcare was registered in 2008. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications, one at level 6, two at level 5 and three at level 3. The nursery opens from Monday to Friday, 51 weeks a year and closes for all bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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

