

Report for Childcare on Domestic Premises

Inspection date

8 September 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager supervises and supports staff well. Their professional development needs are identified effectively and staff are encouraged to improve their skills. For instance, staff attended training which led to more engaging ways to support children's early literacy skills.
- Staff assess children regularly and use this information to provide suitably challenging activities. They plan a broad variety of stimulating activities that cover all areas of learning. Staff make timely interventions in children's play to support their learning. Children make good developmental progress.
- Staff manage children's behaviour effectively. For example, they explain why certain behaviour is not acceptable and use praise to motivate children to behave in positive ways.
- Children have a good understanding of the world. For example, they operate simple technology independently and plant and tend to vegetables in the garden.

It is not yet outstanding because:

- Staff have not fully explored ways for children to handle and use a broad variety of different textures and materials.
- Opportunities for children to practise their self-help skills to develop their independence further are not fully realised.

What the setting needs to do to improve further

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

- develop more ways for children to experience and use a wider range of different textures and materials to support further their creative development
- make the most of opportunities for children to learn to do things for themselves.

Inspection activities

- The inspector carried out a joint observation with the manager of a group activity.
- The inspector observed interaction between staff and children, indoors and outdoors, and spoke to them at appropriate times.
- The inspector tracked the progress of several children.
- The inspector sampled some documentation and held a discussion with the manager.
- The inspector considered the views of parents, staff and children.

Inspector

Jennifer Beckles

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff team evaluate nursery practice successfully. Clear goals are set to build ongoing improvements. Staff have successful partnerships with parents and others to help children's progress. They keep parents well informed of their children's development and provide effective ways for parents to support their learning. Safeguarding is effective. Staff have secure understanding of procedures to follow should they be concerned about a child's welfare. Monitoring is effective. For instance, the manager works alongside staff to observe the quality of staff practice and provides feedback for improvement. She checks planning and assessment regularly to identify and tackle any gaps in learning. Safety is paramount. All staff are trained in first aid and they check all areas of the nursery to help prevent accidents. The manager carries out background checks on staff as part of the recruitment process to help keep children safe.

Quality of teaching, learning and assessment is good

Staff support children's understanding of the world well. For instance, they teach children the names of different body parts as they draw around each other's body outline. Staff support children's early literacy skills effectively. They teach children to recognise letters and to identify their sounds through enjoyable games and songs. Staff encourage children's language skills well, for example, by singing songs and asking useful questions. The outdoor area is well organised and provides opportunities for children to climb, balance, and to move confidently in different ways. Staff support children's physical coordination skills well.

Personal development, behaviour and welfare are good

Staff help children to understand their feelings and to develop their self-confidence. They have warm and nurturing relationships with children, which helps children to feel settled and safe. Children learn to share and to take turns, for instance, as they play with toys. Staff teach children to behave in safe ways. They show them how to use scissors safely during activities, and they teach them about road safety. Staff carry out regular fire drills so children know how to leave the premises safely in an emergency. Staff teach children the value of healthy lifestyles. For example, they provide freshly cooked nutritious food which meets any special dietary needs and take children outdoors for daily physical challenge.

Outcomes for children are good

Children make good progress. They are content, secure and motivated to learn. They have good counting skills and use mathematical language to describe size and shape well. Children learn to accept and respect others. They learn valuable skills for their future learning in school.

Setting details

Unique reference number	EY479582
Local authority	Lambeth
Inspection number	991014
Type of provision	Full-time provision
Day care type	Childcare - Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	21
Number of children on roll	34
Name of registered person	
Registered person unique reference number	RP511254
Date of previous inspection	Not applicable
Telephone number	

Childbestdays Ltd is a privately run nursery that registered in 2014. It is located in Norwood, in the London Borough of Lambeth. The nursery is open each weekday, from 7am to 7pm, all year round, except on public bank holidays. There are six staff members, four of whom hold appropriate early years qualifications. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

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