

# Report for Childcare on Domestic Premises

<b>Inspection date</b>	10 November 2016
Previous inspection date	22 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 staff team at this unique childcare setting has made vast improvements since their last inspection. Changes have been made to the organisation of mealtimes, the physical environment and the monitoring systems, to show a more precise analysis between different groups of children.
- Children feel safe, secure and happy. They have the freedom to play in a warm and welcoming, home from home learning environment. The key-person system is well embedded. All children form secure attachments and settle easily. The whole staff team is very friendly and nurturing and effectively support all the children they care for.
- The quality of teaching is good. Children are excellently supported by a well-qualified staff team who know their key children well. Staff provide high-quality learning opportunities which meet children's individual needs, interests, age and ability. Children are making good progress in relation to their starting points and they are gaining the skills they require in readiness for school.
- The effectiveness of leadership and management is good. The lead practitioner and deputy inspire the staff team to continuously provide high-quality childcare. They all work hard to develop themselves professionally and constantly evaluate their practice.

**It is not yet outstanding because:**

- The staff team does not fully encourage parents to share information about their children's learning and development at home.
- The staff team has yet to establish highly effective partnership working with the other settings children attend.

## What the setting needs to do to improve further

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

- build on the already good partnerships established with parents, and help them share information about what children learn at home
- strengthen the partnership with the other settings children attend, so that more precise information is shared that supports continuity of teaching and learning.

### 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 tour of the childcare setting.
- The inspector completed a joint observation with the lead practitioner.
- The inspector held a meeting with the lead practitioner. She looked at all relevant documentation, such as the policies and procedures, children's records, self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a group of parents during the inspection and read a number of statements provided by parents, taking account of their views.

### Inspector

Carys Millican

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The staff team is knowledgeable about their roles and responsibilities in all aspects relating to child protection. Rigorous recruitment and induction procedures ensure that all adults are suitable to work with children. The management team supports the staff team well. They observe teaching skills and use supervision to ensure staff practice is consistently strong. The staff team is highly motivated to further their professional development and attend training to strengthen their knowledge and skills. Overall, partnerships with parents are good. The staff team seeks the views of parents and children. They successfully implement change through their focused improvement plan and self-evaluation. They have worked exceptionally hard with the local authority development workers to further develop the setting.

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

The staff team is well qualified. They use their knowledge to promote children's learning effectively through skilled observation and assessment. Staff listen closely to what children say and follow their interests. They support children's inquisitive nature and introduce a large block of snow into the room. Children are immediately engaged and use all their senses to explore it. Staff build on what children already know and skilfully challenge them in their learning. For example, while making lion faces, staff ask children about number, shape, size and colour. They extend children's communication and language and introduce new words into their play. Staff meet the needs of all the children. They adapt activities and set achievable targets to promote individual children's learning. Young children enjoy manipulating modelling dough and the babies enjoy exploring warm, soapy water. The staff team engages children in singing popular songs throughout the day. Children also enjoy well-read stories where they concentrate and anticipate what is happening next.

### Personal development, behaviour and welfare are good

Children are happy and content. They develop a strong sense of security as they confidently and easily move around the rooms. Staff know children's routines and preferences. They help prepare children for change, such as moving on to school. Children learn about the wider community. They attend Forest School sessions, go swimming and visit places of interest by the lakeside. Children learn to respect each other's views and share and take turns in games. They are very well behaved. Children follow effective hygiene routines. They eat healthy snacks and enjoy freshly prepared home-cooked meals. Staff encourage children to take supervised risks as they play and talk to them about staying safe.

### Outcomes for children are good

All children are progressing well in their learning and development given their starting points. Children concentrate and have a positive attitude. They are acquiring the key skills for their future learning. Children independently put their own shoes and coats on as they go outside. Children's physical development is good. They handle equipment well, such as scissors and pencils, and ride wheeled toys outside.

## Setting details

<b>Unique reference number</b>	EY421862
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1058460
<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>	0 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	
<b>Registered person unique reference number</b>	RP511185
<b>Date of previous inspection</b>	22 September 2015
<b>Telephone number</b>	

Little Rascals was registered in 2011. The childcare setting employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds an early years qualification at level 2. The lead practitioner and the deputy hold early years teacher status. The childcare setting opens from Monday to Friday for 50 weeks of the year. Sessions are from 7.30am to 6pm. The childcare setting provides funded early education for two-, three- and four-year-old children. They support a number of children who speak English as an additional language.

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