

# Report for Childcare on Domestic Premises

<b>Inspection date</b>	6 December 2016
Previous inspection date	29 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 very committed and hard working. She works closely with staff, parents and children to evaluate the provision successfully. She quickly takes action to continually improve the outcomes for children.
- Partnerships with parents are very effective. Parents speak very positively about the service they use. They compliment the staff on how well they support their children's needs. Information about children's progress is exchanged very well. This helps to promote a highly consistent approach to children's care and learning.
- The well-qualified staff team has a positive impact on children's overall learning. The quality of teaching is good. Staff provide a good range of interesting, exciting and challenging experiences. They support children's development across all areas of learning very well.
- Staff work very well together. They support each other and are positive role models for the children.
- Children are well behaved. They build close relationships with staff. Their emotional development is supported well.

### It is not yet outstanding because:

- The manager does not compare the progress of different groups of children in order to help them achieve rapid progress.
- On occasions, story time is not planned effectively enough to hold children's interest or challenge their thinking skills. For example, younger and quieter children are sometimes unable to make their views, or answers to questions, heard.

## What the setting needs to do to improve further

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

- build further on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels
- provide all children with opportunities to listen and become involved with books and stories and enable quieter and younger children to take part.

### 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 carried out a joint observation with the manager/owner.
- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector held a meeting with the manager.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection and their written comments.
- The inspector looked at evidence of the suitability of staff working in the setting.
- The inspector looked at children's records and a variety of policies and procedures.

### Inspector

Judith Rayner

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a good awareness of child protection issues and how to manage any concerns they may have. Risk assessments are effective and staff are deployed well to support children's safety. The manager monitors staff's teaching practice by working alongside them. She gives good levels of supervision and identifies training to help improve their knowledge and teaching skills. The manager makes good use of additional funding to support children's ongoing progress and development. She plans effectively and oversees the range of activities provided. She quickly secures additional support for any child who requires it. Staff work well with other agencies and professionals in order to support the changing and developing needs of all children. All records and documentation to support children's welfare are stored securely and shared in a confidential way.

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

Staff have a good knowledge of each child's interests and how children learn. They use observation and assessment well to plan activities to support children's next steps in learning. Staff involve parents in their child's learning from the time their child first starts at the setting. They provide parents with a wide range of information, in order to help them guide their children's learning as successfully as possible at home. Varied opportunities for children to develop their literacy and mathematical skills are available throughout the nursery. For example, babies and younger children enjoy making marks and count up to three. Older children write their name and draw recognisable figures. They talk about the different weights of sand in their containers.

### Personal development, behaviour and welfare are good

Staff provide a warm and welcoming environment and show a genuine interest in each child. Staff make good use of the environment and resources to support children's development and personal needs. Children demonstrate that they are comfortable in their surroundings and staff support them well to develop their independence. Children learn about diversity and grow to respect different cultures and lifestyles. Planned activities build on children's knowledge of the wider world and also link to current events in their own life and at the setting. Children routinely play and explore outdoors, which promotes their good health effectively.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points. All children are developing positive attitudes towards learning. They are motivated to learn and are gaining good skills ready for the move on to the next stage of their learning, or school. Children enjoy exploring and investigating. They play cooperatively with other children and use their imaginations well. Children are deeply involved in activities and show good levels of concentration.

## Setting details

<b>Unique reference number</b>	EY463857
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1066953
<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 - 10
<b>Total number of places</b>	24
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	
<b>Registered person unique reference number</b>	RP510983
<b>Date of previous inspection</b>	29 November 2013
<b>Telephone number</b>	

Cherry Cherubs Childcare was registered in 2013. The setting employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, two at level 2 and one is unqualified. The setting opens for 48 weeks of the year, Monday to Friday, and is closed for all bank holidays. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities.

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