

Report for Childcare on Domestic Premises

Inspection date

18 January 2017

Previous inspection date

11 August 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 provider has taken immediate and effective action since the previous inspection to meet legal requirements. Clear policies and procedures support staff's good practice and children's well-being.
- Children physically thrive as they explore the new and exciting outdoor play area. The setting is safe and secure.
- Staffs good understanding of child protection practice ensures that risks to children are minimised. They report any safeguarding concerns without delay.
- Staff have high expectations of children. Staff make good use of their accurate observations and assessments to effectively plan for each child's learning and to meet their individual needs. Children make good progress from their educational starting points.
- Children are happy and settled in the setting. They have warm and close relationships with their key persons and other 'buddy' staff. Children's emotional and physical well-being is well supported as they receive lots of cuddles from attentive staff.

It is not yet outstanding because:

- The two-year-old progress check is not always carried out in a timely manner. Consequently, where children are at risk of potential developmental delay, staff do not always ensure that additional support is arranged as quickly as it could be.
- During discussions, some staff do not always allow enough time for children to consider their responses. They occasionally miss opportunities to further develop children's vocabulary and critical thinking.

What the setting needs to do to improve further

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

- improve the timeliness of the 2-year-old check, to optimise any additional support provided and to maximise the child's learning potential
- develop further, staffs skills in supporting children's speaking, listening and thinking.

Inspection activities

- The inspector spoke with staff and children, and observed interaction with children throughout the inspection.
- The inspector conducted a joint observation with the provider.
- The inspector spoke with parents and took account of their views.
- The inspector looked at a range of documentation, including records of progress, policies and procedures and evidence of the suitability of staff working at the setting.
- The inspector observed the quality and impact of teaching on children's learning both indoors and outside.

Inspector

Yvonne Johnson, Early Years Regulatory Inspector.

Inspection findings

Effectiveness of the leadership and management is good

The provider is committed to delivering high-quality childcare. She provides good support to staff and works closely with the local authority to drive improvement. Safeguarding is effective. Robust recruitment procedures mean that staff suitability checks are completed prior to any unsupervised contact with children. Staff are clear how to respond to and report any concerns about a child in their care. Children's attendance is monitored by the provider and absences are followed up with parents to ensure the welfare of children. The provider regularly monitors staff's written observations, assessments, and the quality of teaching. As a result, children make good progress. However, delays in completing the two-year-old progress check may prevent children from accessing additional support early enough to raise their levels of attainment.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. Staff know the children well; and they use this information to meet the next steps in their learning. Activities are inviting and stimulate children's attention. For instance, younger children enjoy an ice activity on a floor tray, they touch and hold ice cubes and explore how these 'melted'. They are excited to watch how food colouring changes the ice and how this feels to touch. Children use a variety of words to describe the ice, such as 'cold', 'wet', 'and melting'. Outdoors, older children using the mud kitchen, add glitter, and watch it 'sparkle'. They create meals such as salad and vegetables in their play. Some skilful use of questioning by staff encourages the children to think. Although, staff do not always provide children with sufficient time to think through their responses before moving on in the activity.

Personal development, behaviour and welfare are good

The key person system, which includes a buddy, provides good, consistent support to meet children's individual needs, over longer days and into the early evening. Children are safe and secure in the setting. They confidently approach adults for help and reassurance. Staff praise good behaviour and any minor issues are quickly resolved through discussion. Consequently behaviour is good. Children learn about acceptable behaviour and talk about their friends, recalling events in their lives and how they are feeling. One child spoke about a friend who had hurt themselves and was sad. Older children are encouraged to develop personal independence. They enjoy running, climbing, exploring through regular outdoor play, which promotes children's physical health. Positive relationships with parents enable staff to form close bonds with children and babies. Caring staff provide for children's emotional security well and ensure that children's individual dietary requirements are met.

Outcomes for children are good

Children who have English as an additional language are well supported in the setting. Children learn about similarities and differences between people using mirrors and observation. They recite favourite songs and rhymes, learn to count and are developing a keen interest in books throughout the setting. Children acquire the skills they need to prepare them for their next stage of learning.

Setting details

Unique reference number	EY389725
Local authority	Dudley
Inspection number	1075868
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 - 11
Total number of places	25
Number of children on roll	25
Name of registered person	
Registered person unique reference number	RP510909
Date of previous inspection	11 August 2016
Telephone number	

Care4urkidz 24/7 Childcare Services was registered in 2009 to provide childcare on domestic premises. The setting employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The setting is open seven days a week, all year round. Sessions are from 6am until 11pm. The service supports children who speak English as an additional language and those who have special educational needs or disability.

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