

Report for Childcare on Domestic Premises

Inspection date

18 January 2017

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff maintain good partnerships with parents and keep them informed. For example, they provide leaflets to help parents support learning at home, such as creative play ideas.
- Children make good progress and gain positive skills that support their future learning. For instance, they develop mathematical skills, such as counting and recognising numbers on clocks.
- There are exceptional opportunities for children to challenge their physical abilities. For instance, they regularly attend football coaching and visit woods to climb trees.
- The provider monitors the consistency of the good-quality teaching well. For example, she observes the staff's teaching and provides them with constructive feedback to help them reflect on how well they engage children in learning.
- The provider and staff know each child extremely well and build inspirational relationships with them. Children are exceptionally happy and confident. This helps them to develop outstandingly high levels of well-being.

It is not yet outstanding because:

- At times, there are some missed opportunities to develop children's early reading and letter recognition further to extend their learning.
- Links with other early years settings children attend are not fully established, to improve the effectiveness of children's shared learning further.

What the setting needs to do to improve further

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

- extend children's opportunities to develop their early reading and letter recognition further to gain skills to extend their learning
- improve the communication with other early years professionals at settings that children also attend, to develop the effectiveness of shared learning further.

Inspection activities

- The inspector viewed the areas of the premises that children use.
- The inspector observed the provider and staff interacting with the children.
- The inspector sampled written documentation, such as children's progress reports, and policies and procedures.
- The inspector spoke to children, staff and the provider at convenient times.
- The inspector carried out a joint observation with the provider.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The provider works closely with her staff to effectively evaluate and review their practice. For example, they have daily meetings to discuss the day's events and evaluate the activities to help ensure that children remain interested and engaged. This has a positive impact on children's learning outcomes. The provider keeps the staff's knowledge up to date and also builds on her own skills. For example, they attend regular training and discuss good practice. The provider closely monitors children's progress. This helps her to highlight any gaps in their development quickly and provide individual support to close them. All staff have a good knowledge of the safeguarding procedures to follow, to help protect children's welfare. Thorough risk assessments minimise hazards to children to keep them safe. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Children communicate confidently. For example, staff ask skilful questions to encourage them to think. Staff support younger children and babies to communicate well. For instance, they use a good range of facial expressions, eye contact and varying tones of voice. Staff build on children's spontaneous play well. For instance, when children showed an interest in baking during role play, staff encouraged them to draw their favourite type of cake and they made plans for a trip to the bakery.

Personal development, behaviour and welfare are outstanding

Staff are outstanding role models. Children are exceptionally polite and their behaviour is impeccable. For example, they remind each other of table manners and are extremely keen to help each other complete tasks as they play contently together. Children show an inspirational understanding of other people's differences and similarities. For example, they celebrate and learn about festivals from other countries, such as the Dutch tradition of Sinterklass. Children develop exceptional understanding of healthy lifestyles. For example at meal times they discuss the benefits of the food they eat, such as the importance of calcium for healthy teeth and bones. Children manage the move to school exceptionally well. They become familiar with their new surroundings, such as through regular visits to the school.

Outcomes for children are good

All children make good progress in their learning, including those who speak a second language alongside English. For instance, children hear words in other languages they speak while they play and enjoy books that reflect these. Children develop good imagination and express themselves freely. For instance, children use their own ideas and create their own designs as they paint. Children are independent and take an active role in their learning. For example, they confidently choose their own resources.

Setting details

Unique reference number	EY501127
Local authority	Medway Towns
Inspection number	1055709
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 - 10
Total number of places	15
Number of children on roll	31
Name of registered person	
Registered person unique reference number	RP510908
Date of previous inspection	Not applicable
Telephone number	

Julie's Childcare registered in 2016 as childcare on domestic premises. The provider works with four members of staff from her home in Halling, Kent. The setting is open Monday to Friday from 7.30am to 6pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The provider holds a relevant early years qualification at level 5, two members of staff hold qualifications at level 3 and one other member of staff has a qualification at level 2. The provider is also registered as a childminder.

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