

# Report for Childcare on Domestic Premises

**Inspection date**

9 February 2017

Previous inspection date

31 October 2012

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>  | <b>2</b> |
|---|-------------------------|--------------|----------|
|   | Previous inspection:    | Satisfactory | 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 manager and staff have successfully developed new procedures to observe and assess children's skills. They effectively identify their next steps in learning and interests, which are skilfully linked to the activities and play opportunities available to children.
- Teaching is good. Staff effectively adapt activities to ensure that children of all ages learn together through play. Older children trace, draw and analyse how many sides each shape has. Younger children colour, draw and find shapes in play areas. Children engage well in activities led by staff and are eager learners.
- Children of all ages settle quickly and are happy at the setting. Staff effectively tailor settling-in sessions, ongoing routines and care practices to the needs of children. The key-person system is implemented well. Children show good social skills and form bonds with other children and staff.
- Staff conduct daily risk assessments of indoor and outdoor play areas. They monitor equipment, toys and resources to ensure that children play and explore in safety. Children take part in evacuation drills and learn about personal safety.

### It is not yet outstanding because:

- Staff do not consistently exchange information about children's needs with all other settings that they attend. Some children, do not fully benefit from continuous support for their learning and development.

## What the setting needs to do to improve further

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

- strengthen the consistency of the exchange of information about children's skills with all other settings that they attend to provide continuous support for all children's learning and development.

### 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 looked at the quality of activities and resources in the indoor and outdoor play areas.
- The inspector completed joint evaluations of activities with the setting's manager.
- The inspector held meetings with the manager, provider, deputy manager and staff. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting and their qualifications and training certificates.
- The inspector discussed the setting's reflective practice with the manager, deputy manager and provider.
- The inspector took account of the views of parents through questionnaires and written feedback.

### Inspector

Karinna Hemerling

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff participate in relevant safeguarding training and know the steps to take should concerns about children and their own welfare arise. The child protection policy is in line with current legislation, shared with parents and effectively implemented by staff. Staff are suitable, qualified and trained. The manager and deputy manager supervise and monitor staff's practice and teaching. Staff are excited to share ideas. The manager and staff show good capacity for the continuous improvement of practice. Parents share ideas to help staff meet children's needs at all times.

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

From the start, staff work with parents to promote and support children's learning between home and the setting. They complete the progress check for children aged between two and three years and share this with parents. Staff also share information about children's learning through regular progress reports and through daily feedback about activities children enjoy at the setting. Staff promote children's learning well between the indoor and outdoor environments. For example, children and staff research and learn about animals commonly seen in the British countryside. They extend this learning outside, observing a family of deer in the fields on a cold morning. Children also learn to care for birds, chickens, ducks and dogs. Staff promote children's imaginative play with ongoing role play, dressing up and art and crafts activities. The qualified staff are creative and support children in developing skills across all areas of learning.

### Personal development, behaviour and welfare are good

Staff are attentive and caring towards children, effectively supporting their personal needs. The partnership with parents is strong and has a positive impact on children's lives. Staff praise children and teach them right from wrong. They are good role models and have high expectations of children, for example, with regards to the use of good manners. Staff work with parents to support children's emotional development and children behave well. Children's health is promoted with nutritious meals, exercise and daily outdoor play. There is a strong focus on promoting children's independence. For example, they self-serve food and drink during meals. They learn to manage their own hygiene. Children learn about cultural festivals and each other and demonstrate a strong sense of belonging.

### Outcomes for children are good

Children enjoy well-resourced play areas and activities. Younger children have easy access to toys, lead their own play and engage well in activities led by staff. For example, they enjoy a good story session and then explore props and books independently. Older children are effectively challenged and very interested in the available activities. For example, they check each other's height on a chart, use pincers to divide resources in groups, explore small building blocks and enjoy plenty of drawing, colouring and writing. Children show good literacy skills, enjoy learning about letters and try to write their own names. All children enjoy problem solving and number activities throughout the day. Children make good progress and develop skills to support their future learning at school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY390423  |
| <b>Local authority</b>                           | Hertfordshire   |
| <b>Inspection number</b>                         | 1083043   |
| <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>                    | 16  |
| <b>Number of children on roll</b>                | 28  |
| <b>Name of registered person</b>                 |   |
| <b>Registered person unique reference number</b> | RP510872  |
| <b>Date of previous inspection</b>               | 31 October 2012   |
| <b>Telephone number</b>                          |   |

The Funny Farm was registered in 1992. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2, 3 and 4. The setting opens Monday to Friday from 7.30am until 6pm, all year round. It provides funded early education for three- and four-year-old children.

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