

# Report for Childcare on Domestic Premises

**Inspection date**

15 March 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The arrangements for the supervision of staff are not effective to help improve their practice, promote their professional development and tackle underperformance.
- The monitoring of the quality of teaching is weak. Teaching is often ineffective and not matched to children's needs. Staff's interactions with children are sometimes poor and do not support their learning.
- Activities often lack challenge and do not motivate children to play and learn.
- Assessment information about children is not up to date. Staff do not assess children's learning when they first start at the setting and do not subsequently check their progress regularly enough. They do not ensure that children are making the best possible progress for their age across all areas of learning.
- Information about children's learning is not kept up to date and is not shared promptly with parents to support their continuing involvement.

### **It has the following strengths**

- Children are happy and settled. They feel safe and secure in their relationships with staff. They develop close emotional attachments to their key person and other staff. Staff are caring towards the children.
- Children come into the setting readily. Parents speak highly of the setting and, overall, they are happy with the service provided. They report that their children look forward to days when they attend the setting and are disappointed when it is not a, 'Nursery day'.
- Children play well together. They initiate interactions with each other and readily share toys and resources.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	<b>Due Date</b>
■ implement an effective programme of supervision for all staff to manage their performance, professional development and practice issues	16/06/2017
■ improve staff's skills and teaching to ensure that children receive consistently good quality learning and development experiences	16/06/2017
■ plan and provide a challenging and enjoyable learning experience for each child across all areas of learning	16/06/2017
■ improve how children's progress is assessed and monitored and use the information to swiftly identify any gaps in their learning and to ensure that any additional support is offered	16/06/2017
■ keep parents up to date about their children's learning and progress.	16/06/2017

## 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 spoke with staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector looked at activity planning, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

## Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is inadequate

A programme of supervision for staff has recently been introduced. However, this is not yet running effectively to help tackle underperformance, promote improvement in staff's practice or support their professional development. There are sufficient staff for the number of children attending. However, staff often just supervise children's play instead of interacting with them. Parents state that staff are friendly and caring to their children. Recruitment and selection processes are in place to ensure those working directly with the children are suitable to do so. Safeguarding is effective. Staff are aware of the signs and symptoms of abuse and know the process to follow to report concerns. The provider has taken steps to ensure that the premises are safe and suitable for children. For example, she has fitted safety gates to the bottom of the stairs and the entrance to the kitchen to prevent children from accessing them.

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

Staff know about children's interests but the quality of teaching is weak. Interactions with children during planned and unplanned activities do not support their learning. Staff do not build on children's learning and often activities lack challenge. For example, children take part in an art activity where they use natural materials, such as twigs, leaves and grass. Staff do not seize opportunities to support children to think and talk about nature, colour or texture. Children are not encouraged to think about how problems can be solved, such as how to make sure that the leaves do not drop off the paper when it is picked up. Staff are often asked to complete routine tasks instead of interacting with the children. For example, when children sit around a table using play dough and cutters, a member of staff sitting alongside them is told to sharpen pencil crayons. Observations are carried out on what children are doing. However, staff do not assess children's learning when they first start at the setting or check their progress regularly enough to ensure that any gaps are quickly identified and additional support is provided. Information about children's learning is not kept up to date and is not routinely shared with parents.

### Personal development, behaviour and welfare are inadequate

The learning environment is not sufficiently stimulating. As a result, children are not motivated to play and learn. They often appear bored and wander around the room deciding what to do next. Despite this, children do seek out staff to share in their play and readily chat to them about what they are doing. The key-person system is effective. Each child is allocated a key person who builds friendly and trusting relationships with children and their parents. Children behave well and respond positively to the consistent ground rules. Staff talk to children in a calm and gentle manner. Children develop good friendships with others, play harmoniously together and have regard for each other's needs and feelings. Children develop their physical skills in the garden. They manage their own self-care relevant to their age.

### Outcomes for children are inadequate

Staff do not use monitoring processes effectively to ensure they have accurate information to support them in helping children to make good progress. Weaknesses in the quality of

teaching and learning do not ensure that all children are well prepared for the next stage in their learning, such as starting school. Despite this, children do develop some key skills needed for school. They understand that print carries meaning and learn about initial sounds and letters. Children count confidently in routine and play situations.

## Setting details

<b>Unique reference number</b>	EY499265
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1086757
<b>Type of provision</b>	Sessional 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>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	
<b>Registered person unique reference number</b>	RP900960
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

Lingwood Kindergarten was registered in 2016. Seven members of childcare staff work with the children, including the owner. Of these, six staff hold appropriate early years qualifications at level 3 or above. The kindergarten opens from Monday to Friday during school term time. Sessions are from 8.15am to 3.15pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
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