

# Report for Childcare on Domestic Premises

**Inspection date**

17 May 2017

**Previous inspection date**

27 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### **This provision requires improvement. It is not yet good because:**

- The leadership and management have not ensured that there is a separate area for children under the age of two years, where they can spend time away from older children when needed.
- On occasions, staff do not challenge children's thinking consistently to reinforce their knowledge and understanding.
- The outdoor environment is not planned well enough to provide children who prefer to learn outside with space to move freely and stimulating, rich experiences to explore.
- Staff do not do enough to build as far as possible on the speaking skills of children who speak other languages, or to help children learn about each other's backgrounds.

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

- Staff build good partnerships with parents, for example, they send home the nursery toy Blessie and activity packs for parents to use to help children's learning at home.
- The manager tracks children's progress and works in partnership with other professionals to help to provide additional help for children who need extra support.
- Staff regularly engage children in activities, such as story time or singing, which encourage their interest in books and social skills.
- Staff use effective strategies to help children learn positive behaviour. They remind children about, 'kind hands' and, 'indoor voices' to help children play well with others.

## What the setting needs to do to improve further

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

### Due Date

- |   |            |
|---|------------|
| ■ ensure there is facility for children under the age of two years to have their own separate area. | 21/06/2017 |
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**To further improve the quality of the early years provision the provider should:**

- strengthen the questioning skills of staff so they are better equipped to challenge children's thinking and support their learning more effectively
- provide children who like to play and learn outdoors with good opportunities to explore space and activities that promote their learning in their preferred environment
- develop greater awareness of the backgrounds and languages of children who attend to further support them, to develop their speaking skills and understanding of diversity.

## 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 and children during the inspection.
- The inspector completed two joint observations with the nursery provider/manager.
- The inspector held meetings with the manager and the deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Gillian Cubitt

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The organisation of the nursery area does not provide a suitable space for the youngest children to rest and play, although with the current ages of the children attending, staff meet children's needs. The manager has started to evaluate the provision but has not identified all weaknesses. She supervises staff and offers suitable training. For example, a recent course in analysing observations of children's play, has encouraged staff to think about their practice. Safeguarding is effective. Staff follow procedures to protect children's welfare. Staff carry out risk assessments and exercises, such as fire evacuation, to teach children about safety.

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

Staff follow children's lead in activities and join in their play. For example, children moulded sand to make shapes and staff made effective use of counting water drops dripped from the bottle. Children are confident to help themselves to resources. For instance, they used paper, crayons and chalk to make marks developing their early writing skills. More-able children enjoy stories and some repeat words, such as squishy squashy, building their emerging literacy. Staff track children's progress and identify areas where children need additional support, signposting parents to outside agencies.

### **Personal development, behaviour and welfare require improvement**

The outdoor environment of the nursery is cluttered and some areas, such as the children's area for planting, is unkempt and unused by children. This restricts children from making the most of their outdoor learning experiences. Nonetheless, children enjoy being outside in all weathers, putting on their raincoats and boots during showers to continue their play. For example, they climbed the small slide and played in the sand and play kitchen. Key persons get to know children's likes, dislikes and abilities when they start, which helps children to settle. However, separate arrangements for young children's rest and play have not been considered. Staff support children's awareness of healthy practices. For example, they teach children about personal hygiene. Children eat healthy snacks and meals, and staff encourage children to serve themselves.

### **Outcomes for children are good**

Children make good progress from their starting points, which helps to prepare them for their future learning. However, not all children make as strong progress as others in the development of their speaking skills. Children behave well, build good social skills and learn to play cooperatively with others. They confidently access a variety of resources and use their imagination in their play. Children are learning that print has meaning and they are eager to join in with group activities, such as actions to songs.

## Setting details

<b>Unique reference number</b>	EY467585
<b>Local authority</b>	Croydon
<b>Inspection number</b>	1095469
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 2
<b>Total number of places</b>	10
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Registered person unique reference number</b>	RP511077
<b>Date of previous inspection</b>	27 March 2015
<b>Telephone number</b>	

Little Blessings Childcare and Education registered in 2014. It operates from a house in the London Borough of Croydon. It is open from 6.30am to 6.30pm each weekday, throughout the year. There are four members of staff and the provider, all of whom hold relevant childcare qualifications from level 2 to level 6.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate  
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