

Report for Childcare on Domestic Premises

Inspection date

3 July 2017

Previous inspection date

15 March 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The quality of teaching is variable within the nursery. Staff do not consistently use their knowledge to ensure that every opportunity to exploit children's development is promoted. At times, activities lack challenge for the older children. Children do not yet make good progress.
- Monitoring of children's progress, in order to get a clearer overview of progress relating to specific groups of children, is not fully embedded.
- Professional development is not precisely focused to offer all staff the opportunity to develop their teaching skills to a good standard.

It has the following strengths

- Since the last inspection, the provider has developed a clear action plan that identifies key priorities with realistic targets planned to make improvements. This has been positively accepted by the staff team, who are committed to help focus on ways to further improve the provision.
- Staff are caring, kind and calm in their approach. They have developed close relationships with the children. This helps children to feel safe and secure and supports their emotional well-being.
- Parents make positive comments about the quality of care provided by staff. They say they feel involved in their children's learning and comment on the nurturing environment.

What the setting needs to do to improve further

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

Due Date

- improve teaching strategies so that staff exploit every opportunity to support children's development and consistently challenge and extend their learning. 14/08/2017

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

- strengthen the current arrangements for staff support and supervision and identify ways to raise the standard of teaching practice to a good level in order to promote excellent outcomes for children
- build on the tracking of children's progress in order to inform rigorous analysis of the impact of teaching and intervention for different groups of children.

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 a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jemma Hudson

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff are suitably trained and have a thorough understanding of the nursery's safeguarding policy. They are aware of the designated person within the nursery and know who to make a referral to if they are concerned about a child's welfare or the behaviour of a colleague. This contributes to keeping children safe. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals to identify some training needs. However, defined targets for improvement to staff's practice have not yet been established. In addition, procedures to monitor the assessments of children's progress are not sufficiently rigorous across all areas of their development. Feedback from parents is positive. They describe how their children enjoy their time and are making progress.

Quality of teaching, learning and assessment requires improvement

Children experience a mixture of good and weak teaching. Staff recognise that children learn through play and generally support them appropriately so that they make some progress in their learning. However, at times, some older and most-able children are not sufficiently challenged because some activities are too simple. For example, some questions posed by staff do not encourage children to respond with more detailed answers. A range of stimulating activities is available in the well-resourced outdoor area. For example, children enjoy searching for insects and learning how to handle them carefully. Consequently, children's understanding of the world is well supported.

Personal development, behaviour and welfare require improvement

Weak aspects of teaching mean that children do not develop good personal and social skills. Despite this, children are happy and settled. They cheerfully greet familiar staff and quickly build attachments with the attentive staff caring for them. A key-person system is in place to help children build relationships with staff in order to support their emotional needs and be motivated to learn. Children demonstrate a positive approach to learning, supported by the enthusiastic interactions of the staff team caring for them. Staff are sensitive role models and demonstrate considerate behaviour. Consequently, children are beginning to learn to take turns and share resources. The atmosphere throughout the nursery is calm and conducive to learning.

Outcomes for children require improvement

Children make suitable progress to prepare them for school. However, due to the variable quality of teaching, children's learning is not consistently extended to help them make the best possible progress. Children have secure physical skills and enjoy learning how to throw balls through hoops. Older children listen well to instructions and follow rules well, such as when playing hide and seek with a soft toy in the garden. Children communicate confidently and are achieving personal independence.

Setting details

Unique reference number	EY499265
Local authority	Suffolk
Inspection number	1096820
Type of provision	Sessional provision
Day care type	Childcare - Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	75
Name of registered person	
Registered person unique reference number	RP900960
Date of previous inspection	15 March 2017
Telephone number	

Lingwood Kindergarten registered in 2016. The nursery employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 5 and three hold qualifications at level 3. The nursery is open from Monday to Friday during school term time. Sessions are from 8.15am to 3pm.

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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