

# Report for Childcare on Domestic Premises

**Inspection date**

22 August 2017

Previous inspection date

14 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Staff offer a caring and inclusive learning environment. Children settle readily into daily activities and invite their friends to play. Children's behaviour is good.
- Staff are sensitive to the needs of each child. Children make good progress in relation to what they knew before. Children who have special educational needs or those who speak English as an additional language make equally good gains. Staff prepare children well for the next stages of their learning and development.
- Partnership with parents is effective. For example, staff keep parents well informed about their children's progress and well-being. They involve parents in the planning of their children's next steps.
- Parents are delighted with the good care and support their children receive from this attentive and welcoming team.
- Managers consistently monitor and assess the quality of the provision to help ensure that children achieve well and staff meet their needs effectively.

### It is not yet outstanding because:

- Occasionally, staff do not provide enough challenge to fully extend children's speaking skills and stretch their thinking to deepen their learning.
- At times, staff miss opportunities to help older children manage tasks for themselves, such as during mealtimes, to prepare them even better for school.

## What the setting needs to do to improve further

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

- provide higher levels of challenge to support children's speaking and thinking further
- encourage older children to manage more tasks themselves in preparation for their move to school.

### Inspection activities

- The inspector observed activities in all parts of the nursery, including the outdoors.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector carried out joint observations with the management team.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at children's records, planning documentation and the nursery's policies and procedures, including those related to the suitability of staff.

### Inspector

Fatiha Maitland

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The provider uses robust recruitment and induction procedures to help ensure that staff are suitable for their roles. She ensures staff have a good knowledge of safeguarding practices and follow the correct procedures to protect children. Overall, managers and staff check the progress of each child. When identifying any gaps in children's learning, they provide well-targeted support to help them catch up. Managers observe staff effectively and give them specific feedback to help them develop the quality of their practice. Staff attend extra training to strengthen their skills. This is evident in the way they assess and plan to meet the needs of all children. Managers act on the views and comments of staff, parents and others to improve their service continually. They added large play equipment in the garden and encouraged parents to walk to nursery with their children, strengthening younger and older children's physical skills.

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

Staff gather information from parents about what their children know, can do and need to learn next. They use this information along with their ongoing observations to establish children's starting points in their learning. Staff provide interesting opportunities to enthuse children to learn. Children are well motivated to join in. Staff explain activities well to children. For example, children use shaving foam to create their pictures and make good comments on colour and texture. Staff read stories with children. Children are keen to talk about their favourite pictures and events. Staff introduce children to new songs and help them learn new words and rhymes. Staff liaise effectively with outside professionals and providers to ensure continuity and progression in children's learning.

### Personal development, behaviour and welfare are good

Staff form positive relationships with children and their parents. They support children's social and emotional skills to good effect. For example, they share their behaviour procedures with parents and children so that they know what is expected. Children respect the views of others and play together in harmony. They learn to hang their belongings and to put on aprons. Staff help children adopt healthy lifestyles. For instance, children enjoy eating nutritious meals cooked on the premises and try food from different countries. Children thoroughly enjoy the outdoor play as they learn to use a swing and manoeuvre bicycles safely. Staff undertake thorough and robust checks on the premises and resources, to ensure children can engage safely in both indoor and outdoor play.

### Outcomes for children are good

All children make good progress and any gaps in learning are closing. Young children learn to handle toys safely. Children share resources fairly and take turns. Older children count and use good mathematical language to describe the shapes of objects in the environment. Children care for living things. For example, they pick up apples and plums that have fallen off the nursery's trees and hand them to staff to store for future use.

## Setting details

<b>Unique reference number</b>	EY471952
<b>Local authority</b>	Brent
<b>Inspection number</b>	1071689
<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 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	
<b>Registered person unique reference number</b>	RP511070
<b>Date of previous inspection</b>	14 July 2014
<b>Telephone number</b>	

Sylvia's Happy Childcare registered in 2014. It is situated in Queens Park, in the London Borough of Brent. The nursery operates from 8am to 6pm, Monday to Friday, for 50 weeks of the year. The provider receives funding to offer free early education for children aged two, three and four years. There are 12 members of staff. Of these, three have qualified teacher status and six staff hold relevant qualifications ranging from level 3 to level 6.

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