

Report for Childcare on Domestic Premises

Inspection date	13 November 2017
Previous inspection date	2 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The provider and staff provide a wide range of interesting and stimulating resources which children can easily access. Children become motivated and independent learners. They make good progress and are prepared well for their future lives.
- Parents praise the care their children receive. They say staff create a 'warm and caring atmosphere' and that they feel involved in their children's learning.
- Children behave well. Staff carefully supervise children as they play. Children are supported in managing risks and learn how to keep themselves safe.
- Staff provide children with interesting opportunities to learn about people whose experiences may be different from their own.
- The key-person system works well. Staff skilfully support children's emotional well-being, help them to settle quickly and become ready to learn.

It is not yet outstanding because:

- Staff sometimes fail to use all opportunities to challenge children's abilities and help them think and express their ideas.
- Although staff regularly observe children, they do not consistently assess and track their progress as accurately as possible, to help them make better progress.

What the setting needs to do to improve further

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

- support staff to recognise opportunities for children to build on their own ideas during activities
- enhance systems for assessing and monitoring the progress made by children.

Inspection activities

- The inspector observed different activities, including outdoor play.
- The inspector undertook a joint observation with the provider.
- The inspector held a meeting with the provider.
- The inspector looked at some policies, children's records and documents relating to the suitability of staff. She discussed self-evaluation with the provider.
- The inspector talked to staff, children and parents to gather their views.

Inspector

Ceri Callf

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider ensures that staff are confident in their understanding of the signs and symptoms which may give cause for concern about a child's welfare. They have completed training updates about how to identify any children who may be at risk of being exposed to extreme ideas or behaviours. Recruitment and induction procedures are effective. These help the provider ensure staff are suitable to work with children. Overall, the provider regularly reflects on the provision to identify areas for improvement. For example, she seeks to further enhance staff's skills and continually improves their knowledge and practice through regular supervision and training.

Quality of teaching, learning and assessment is good

Children benefit from a range of interesting learning opportunities. For example, they hammer coloured pegs into foam blocks, delightedly create patterns and talk about the number of different colours they use. Staff support children's physical development well. For example, children move in different ways as they climb, slide, run and jump. Staff work closely with parents to gather information about what their children know and can do when they join the nursery. Staff quickly assess children's starting points to help them find out what they need to learn next. They support children to learn about the natural world. For example, children enjoy growing carrots, tomatoes and strawberries. They plant flowers which they take home and which helps to support continuity in their learning.

Personal development, behaviour and welfare are good

Staff effectively support children in learning about the behaviour that is expected of them in the nursery. For example, they teach them how to be gentle and caring towards each other. Children form strong bonds and describe themselves as 'friends'. Staff continually support children's independence, for instance, as they learn to wash their hands, put on their coats and serve their own lunches. Staff efficiently work together to supervise activities and keep children safe. Children learn about leading healthy lifestyles, including through good hygiene routines. For example, they spontaneously decide their hands are too muddy when playing outside and that they need to clean them.

Outcomes for children are good

Children are happy and keen to share their learning with others. They confidently use their language skills to name different toy animals that they give to nearby adults. Children use their emerging writing to decorate a fence with letters and numbers. They enjoy using their imaginations as they make play dough 'cookies' to put in the oven to 'bake'. Children independently experiment and test out their ideas. For instance, they build bridges for their trains and become engrossed in watching them roll down. They are well prepared for the next stage of their learning, including school.

Setting details

Unique reference number	EY456533
Local authority	Barnet
Inspection number	1063195
Type of provision	Sessional provision
Day care type	Childcare - Domestic
Registers	Early Years Register
Age range of children	1 - 2
Total number of places	12
Number of children on roll	15
Name of registered person	
Registered person unique reference number	RP510964
Date of previous inspection	2 July 2013
Telephone number	

Miri's Nursery re-registered in 2012. It is situated in the London Borough of Barnet. The nursery is open Monday to Friday from 9am to 3pm, all year round. There are eight members of staff. Of these, two staff hold relevant early years qualifications at level 3 and two hold qualified teacher status. The nursery is in receipt of funding to provide free early years education to children aged two, three and four years.

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