

Report for Childcare on Domestic Premises

Inspection date

14 November 2017

Previous inspection date

22 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 management team is well supported by the experienced owner and the teacher from the owner's pre-school group. There is a great emphasis on in-house training and mentoring to improve standards and develop staff's thinking.
- The staff closely monitor children's development and plan activities to cover all aspects of learning. They broaden children's horizons by introducing new topics and new ideas. The children, including those who speak English as an additional language, are inquisitive and make good progress in their communication and social skills.
- There is a homely atmosphere and a flexible approach to childcare. Routines are skilfully changed to accommodate children's individual needs for rest and refreshment. Children are confident and generally settled and happy.
- Children develop good manners following the courteous and polite role models the staff provide. They are kind and caring to their friends and are supported to develop an understanding of how to be friendly and welcoming.

It is not yet outstanding because:

- Although the majority of activities are well planned, some activities do not offer as much challenge as possible.
- Staff new to the setting are not fully clear about some of the latest government guidelines, although more experienced staff are well informed.

What the setting needs to do to improve further

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

- develop further the planning of activities so that teaching is even more precisely targeted to offer challenge for individual children
- ensure induction programmes for new staff focus on giving them all the information they need as promptly as possible.

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 manager.
- The inspector held a meeting with the manager and provider. She 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

Sarah Rhodes

Inspection findings

Effectiveness of the leadership and management is good

The owner and manager encourage staff to become involved in evaluating the care and learning provided. They value staff's ideas about how things can be further improved, and work with health professionals to identify any issues and ensure appropriate help is provided for children. The arrangements for safeguarding are effective. Staff have a good understanding of what would constitute a general safeguarding concern and what they should do about any issues. They discuss scenarios to test out their understanding about how to manage situations. Staff are strongly encouraged to undertake training and qualifications. The owner and manager observe staff's teaching and their assessments of children's progress to ensure all areas of learning are planned for. Parents are happy with their children's progress. Those whose children speak English as an additional language are pleased with how their children are developing spoken English. They feel well informed and supported to help their children's learning.

Quality of teaching, learning and assessment is good

Staff like the children to lead their play and learning. They gather information from parents about what interests children and what they can do. They use this, and their assessments of children's learning, to inform the way they support children's play. Staff provide opportunities for children to practise new skills and to broaden their understanding of the world around them. For example, children peel their oranges at snack time. They discuss with staff where these fruits come from and what the plant needs to help it grow. Staff are skilled at helping develop younger children's attention during group times and when sharing books with them. Older babies' growing interest in the world around them is extended with the introduction of a range of role-play equipment. Staff provide various substances, such as lentils and oats, which allow children to explore textures and quantity, and to develop their physical skills.

Personal development, behaviour and welfare are good

Children develop close relationships with their key person and other staff. Babies settle very quickly and show high levels of confidence. Staff consider the needs of groups of children so activities can be tailored to their requirements. For example, children who need quieter areas can use the back sitting room for more sensory play. Older children are encouraged to understand what a healthy diet is. They visit the owner's allotment and see how fruits and vegetables grow. Children spend time in the outdoor area, enjoying fresh air and exercise. They start to think about how they can keep themselves safe, for example, when using the balance bikes.

Outcomes for children are good

Most children are working comfortably within the range of development typical for their age and are well prepared for the move on to pre-school. Children who speak English as an additional language learn to make connections between their home language and English in preparation for school. Children develop independence, for example, as they access milk from the mini playroom fridge when they are thirsty.

Setting details

Unique reference number	EY456041
Local authority	Cheshire East
Inspection number	1066484
Type of provision	Full-time provision
Day care type	Childcare - Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	20
Number of children on roll	40
Name of registered person	
Registered person unique reference number	RP511221
Date of previous inspection	22 July 2013
Telephone number	

ABC Childcare Services Cheshire Ltd registered in 2005 and re-registered in 2013. The setting employs eight members of childcare staff. Of these, one holds early years professional status, three hold qualifications at level 3 and two hold level 2. The setting opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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