

# Just Like Home Childcare

St. Philips Church Hall, 71 New Church Road, Hove, East Sussex, BN3 4BB



## Inspection date

16 November 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
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 key-person system in place is not being used to good effect. It does not ensure that children's individual learning needs are understood by all staff and supported in an effective way.
- The systems being used to observe and assess children's progress lack rigour. This results in activities being planned and offered that are too general and do not help each child to make good progress.
- At times, the teaching methods used do not provide children, particularly the oldest children, with good levels of challenge.
- Children have limited opportunities to develop their creative skills. Staff do not let children take the lead on exploring or experimenting with different materials.

### It has the following strengths

- Staff have developed positive relationships with both the children and their families, creating a warm and friendly environment.
- The owner is working with her team to make changes to raise the quality and improve learning outcomes for children.
- Children go on a broad range of interesting outings around the community to learn more about the world around them and get fresh air and exercise.
- All of the children use the space and wide range of resources well during their play, both indoors and outdoors.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ ensure there is an effective key-person system in place that supports each child's individual needs and learning	31/01/2018
■ use observation and assessment more efficiently to identify children's individual priorities for learning and use this information to plan challenging activities to help them to make good progress.	31/01/2018

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

- extend opportunities for children to freely experiment with colour, design and texture
- develop staff's teaching and questioning skills to enable them to challenge children more effectively.

### Inspection activities

- The inspector observed the quality of teaching and the support for children's learning both indoors and outdoors.
- The inspector sampled a range of documentation, including records of the progress that children have made, staff records, accident and medication records, the record of attendance and policies and procedures.
- The inspector talked to parents who were available on the day of the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the owner, manager and staff throughout the inspection of the kindergarten and after-school club.

### Inspector

Lisa Watson

## Inspection findings

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

Safeguarding is effective. The staff have a secure understanding of how to protect children and make referrals if concerned about a child's welfare or the conduct of a colleague. They make sure the environment is safe and suitable as a play space throughout the day and supervise children closely at all times. There are appropriate procedures for ensuring the suitability of staff, both at the time of recruitment and on an ongoing basis. The owner is working to improve supervision of staff to help improve the quality of the provision. However, plans are too new to have addressed all weaknesses effectively. Parent partnerships work well and they comment positively about the setting and the care their children receive.

### **Quality of teaching, learning and assessment requires improvement**

Children are not always provided with a broad range of challenging activities to support them to make good progress in all areas of learning. When staff do small group activities with children they do not tailor them enough to extend individual children's capabilities. For example, during a card matching game, staff did not adapt the questions they asked, meaning more-able older children were asked the same questions as the much younger ones. Staff observe and assess children's development but weaknesses in the use of the key-person system affect the quality of the assessments. Staff do not clearly identify children's developmental needs in a thorough way or know what each child's learning needs are. Subsequently, children do not receive enough individual tailored support to make good progress in readiness for the next stage in their learning.

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

Staff know the children's individual care needs but weaknesses in the key-person system affect how well children's personal development is promoted. Children benefit from a calm play environment where they play and behave well together. Staff promote the use of good manners, especially at meal times. This helps children learn about the importance of British values. Children are encouraged to eat a healthy range of snacks and meals together, helping them develop important social skills. All of the children greatly enjoy playing outdoors, whether playing ball games, using ride-on toys, or playing imaginative games in the mud kitchen.

### **Outcomes for children require improvement**

Children engage in activities and make steady progress in all areas of learning. They concentrate, persevere and show interest in the wide range of resources provided. They are imaginative in their play, for example enjoying dressing up to become super-heroes and using paint and glitter to make pictures that reflect cold, after talking about the weather outdoors earlier. However, children do not have sufficient opportunity to create the artwork they want to make because adults are too eager to impose their own ideas on how the activity unfolds. For example, children colour in or paint an object already cut out for them rather than exploring their own creative ideas.

## Setting details

<b>Unique reference number</b>	EY541958
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	1113657
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	Kathryn Louise Heal
<b>Registered person unique reference number</b>	RP541957
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07939040307

Just Like Home Childcare registered in 2016. It operates from St Philip's Church Hall in Hove, East Sussex. The kindergarten is open Monday to Friday, from 8am to 3.15pm during school term times. The after-school club is open Monday to Friday from 3.15pm to 6.30pm, during school term times. The holiday club is open Monday to Friday from 8am to 6.30pm during all school holidays. The provider is in receipt of funding for children aged three and four years. A team of nine staff work with the children. Of these, six hold appropriate early years qualifications at levels 3 to 5.

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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