

Report for Childcare on Domestic Premises

Inspection date	30 January 2018
Previous inspection date	24 February 2014

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider and staff are well qualified and highly reflective about their practice. They make effective changes in response to feedback from parents. For example, they have introduced a daily notice board to provide parents with more information on what children have been doing throughout the day.
- Children of all ages play together exceedingly well and their behaviour is excellent. The provider skilfully helps children to sort out disagreements, supporting them to think of solutions to their problems and build up strong resilience skills. When children feel others are not playing fairly, the provider asks them what they can do about it.
- Staff support toddlers to learn through appropriate tasks for their age. They thoroughly enjoy repetitive play, such as pushing cars down ramps and putting toy animals in and out of a spinning toy and watching what happens when they spin it round.
- Parents are highly complimentary about the care and education their children receive. Children develop an in-depth understanding about the differences in people, families and communities. For example, the provider is very proactive in inviting parents and children to share celebrations and events from their own cultures.

It is not yet outstanding because:

- Staff do not always gather enough information from parents about their child's capabilities on entry to the setting, to ensure the initial planning for their individual learning is of the highest quality.
- At times, the provider does not ensure that all staff have the best possible understanding of how to precisely assess and track the development of key children.

What the setting needs to do to improve further

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

- gather more precise information from parents when children start at the setting, to more swiftly identify their starting points in all areas of learning
- support staff further to have the best possible knowledge and understanding of how to assess and track the good progress their key children make.

Inspection activities

- The inspector observed the provider's and staff's teaching and interactions with children indoors and outdoors.
- The inspector spoke to staff and children, and held a meeting with the provider.
- The inspector observed an adult-led activity with the provider and held a discussion with her about children's learning.
- The inspector looked at a sample of paperwork, including staff's qualifications, and suitability checks of staff and household members. The safeguarding policies and procedures were also seen.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a robust knowledge and understanding of the signs and symptoms that may indicate concerns about children's welfare. Staff regularly complete safeguarding training and give high priority to identifying and effectively minimising risks to children. Staff turnover is low. Despite this, the provider has rigorous recruitment procedures in place to help ensure staff are suitable to work with children. Staff's performance is monitored through supervision meetings and targeted professional development. Staff talk about the positive impact training has had on their practice. For example, they have introduced extra measures to ensure children are safe when they do not attend the setting when expected.

Quality of teaching, learning and assessment is good

The provider and staff organise the environment indoors and outside successfully. For example, they provide plenty of opportunities for children to make independent choices and initiate their own play. Children enjoy role play, such as pretending to be at a baby clinic. Staff provide a good range of real-life items, such as old mobile telephones and computer keyboards. Children engage in pretend telephone calls and use the keyboard to make appointments. Staff use the role-play area well to promote children's writing and mathematical skills, for example, they provide forms and pens for children to make notes. Staff talk about weight to the children as they use the scales to weigh their dolls. They make regular observations of children's learning and use these to inform planning and to support children's ongoing good progress.

Personal development, behaviour and welfare are outstanding

The key-person system is exceedingly strong and consistently supports children's well-being. Settling-in processes are highly effective in helping children to quickly feel secure. Staff are exceptionally patient and caring. Children form very close attachments to their key persons who understand their emotional needs very well. Regardless of the weather conditions, children dress appropriately and venture eagerly outside. They choose from a wide variety of highly stimulating resources and enjoy collecting eggs from the provider's hens. Children benefit from active, physical play. They draw tracks and skilfully negotiate their way around them as they ride on scooters and bicycles.

Outcomes for children are good

All children make good progress, including those who have special educational needs and those who are in receipt of extra funding. Children's literacy development is good. They enjoy books as they share stories with adults or look at books independently. Those who speak English as an additional language have opportunities to see text in their home language in books. Most children are able to recognise their names and the names of other children. They are well prepared with the skills they need for their next stage of learning and school.

Setting details

Unique reference number	EY459636
Local authority	Surrey
Inspection number	1069210
Type of provision	Full-time provision
Day care type	Childcare - Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 5
Total number of places	14
Number of children on roll	22
Name of registered person	
Registered person unique reference number	RP510839
Date of previous inspection	24 February 2014
Telephone number	

Little Gems registered in 2013 as childcare on domestic premises. The setting operates from a residential home in Ashford in Surrey. It is open on weekdays from 8am to 6pm for 51 weeks of the year, only closing for bank holidays and between Christmas and New Year. There are eight members of staff, including the provider, who work with the children, five of whom have qualifications at level 3.

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