

Report for Childcare on Domestic Premises

Inspection date

9 February 2018

Previous inspection date

14 November 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children settle quickly and build secure emotional attachments to staff. They are happy and engaged in their learning and in exploring the environment around them.
- Partnerships with parents are strong. They comment on the high level of care their children receive. Staff provide children with very homely and warm surroundings to help nurture their progress and development.
- Leaders have high expectations for the children and for the staff team. They pride themselves on the individual attention each child receives from their key person.
- Children behave well. Staff are good role models who are helping children to learn about boundaries and their expectations of them. Children are learning to be kind and gentle as they play together.
- Staff encourage all children to become independent quickly in their own self-care. For instance, children have a special way of putting on their own coats. Older children do this with ease and younger children have fun trying by themselves. This helps them to build positive self-esteem in their own abilities.

It is not yet outstanding because:

- Staff do not always use opportunities presented to further challenge most-able children in their learning and development.
- Occasionally, staff do not precisely adapt their teaching to fully support the youngest children's learning and development.

What the setting needs to do to improve further

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

- make the most of opportunities to provide most=able children with higher levels of challenge in their learning and development
- strengthen staff's already good teaching for the youngest children, to adapt activities to fully reflect their abilities and stage of development.

Inspection activities

- The inspector had a tour of the areas of the home used during the setting's operational times.
- The inspector spoke with parents, staff and children at appropriate times throughout the inspection and took account of their views and comments.
- The inspector held a joint observation with the manager. She observed the teaching and learning opportunities for children in both the indoor and outdoor environments, and the impact these have on children's development. She also observed the children on an outing to an elderly residents' care home.
- The inspector held a leadership meeting where she discussed the process of evaluation and the areas identified for improvement. She sampled a range of documentation, including policies and procedures, suitability checks and the developmental records of children.
- The inspector held discussions with staff about the safeguarding of the children in their care, their knowledge on identifying areas for concern and the reporting procedures.

Inspector

Gwendolyn Andrews

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. There is a vigilant culture present within the staff, who have secure knowledge of how to identify potential areas of abuse. They are very clear about the procedures they would use to report any concerns for a child's welfare. Leaders support staff well. They meet regularly with staff and they place a strong importance on staff's professional development. Leaders use the evaluation process effectively to maintain good standards. They value the comments of staff, parents and children to help inform additional changes. Leaders have addressed the previous recommendations well. For instance, children enjoy playing with remote-controlled cars to help them use early technology purposefully in their play. Leaders regularly monitor and track the progress of children, to help them quickly identify any gaps in their learning.

Quality of teaching, learning and assessment is good

Staff know children well. They use a good observation and assessment system to help them to continuously meet the changing needs and interests of the children. Staff help children to develop their communication and language skills. For example, children enjoy singing with the hand puppets and using everyday items as props in action songs. Staff help children to develop their sensory experiences in their play. For instance, younger children enjoy accessing and exploring the texture of natural resources. Older children enjoy the sensation of running around the garden with the ribbon sticks that they have made. Children enjoy lots of physical activity. For example, they balance on the beams and small stepping stones to help them learn how to move their bodies and develop their spatial awareness.

Personal development, behaviour and welfare are good

Children are eager and keen to learn and play together. For instance, older children help the younger children to fasten up the buttons on their jackets when going outside to play. Staff help children to learn about the importance of being healthy. For example, children enjoy delicious home-cooked meals and snacks throughout the day. Staff encourage children to become more involved in their own learning. For instance, older children are very much part of the daily planning with their key person. Younger children have independent access to all toys to help them make their own choices and build on their growing interests.

Outcomes for children are good

Children are enthusiastic and inquisitive in their learning. They are developing well from their initial starting points and are gaining the necessary skills for their future learning. Children are learning about the world around them and their immediate community. For example, they enjoy weekly visits to a care home for the elderly. Children join in with baking activities with residents to become more aware and sensitive about the needs of other people.

Setting details

Unique reference number	EY388826
Local authority	Surrey
Inspection number	1071116
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 - 4
Total number of places	22
Number of children on roll	34
Name of registered person	
Registered person unique reference number	RP510935
Date of previous inspection	14 November 2014
Telephone number	

Little Tinkers registered as a childcare setting on domestic premises in 2011. It operates from a house in a residential area of Walton-On-Thames in Hersham, Surrey. The setting is open each weekday from 8am to 6pm, throughout the year, closing only for bank holidays and for one week between Christmas and New Year. There are nine members of staff working at the setting. All staff hold a level 3 early years qualification. The setting receives funding to provide free early education for children aged two, three and four years.

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