

# Report for Childcare on Domestic Premises

## Inspection date

14 February 2018

Previous inspection date

25 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
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 support for staff is not effective in raising the quality of teaching. Although the provider offers regular training opportunities, she does not focus sufficiently on how staff can improve their teaching skills. Children do not receive consistent support, such as to help them learn to concentrate and express their thoughts.
- The provider does not evaluate the setting rigorously enough to identify breaches of requirements and weaknesses in teaching. She is not aware of the requirements to work in partnership with other professionals involved in children's care and development.
- Staff do not link activity planning closely with children's individual next steps in learning. Adult-led activities sometimes lack challenge, and children lose interest and become disruptive. Staff do not provide enough time for children to explore and investigate, and make choices in their own play.
- Staff assess children's progress accurately, but the provider is in the early stages of monitoring the progress of groups of children. This process is not embedded to help her recognise any patterns in learning.

### It has the following strengths

- Staff are friendly, enthusiastic and welcoming, and they prioritise children's individual care needs. Children settle in quickly and form strong bonds with all staff.
- Staff routinely exchange information with parents, to enable good partnership working that promotes consistency in children's care and learning.

## 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>
<ul style="list-style-type: none"> <li>■ monitor staff's practice closely and provide effective support and guidance, to develop their knowledge and skills to improve the quality of teaching, with particular regard to helping children learn to concentrate and share their ideas</li> </ul>	14/03/2018
<ul style="list-style-type: none"> <li>■ improve knowledge of the responsibility to work in close partnership and share information with other professionals as required, including other settings that children attend and health visitors</li> </ul>	14/03/2018
<ul style="list-style-type: none"> <li>■ improve planning to ensure activities routinely focus on children's individual next steps in learning, to help them make consistently good progress, and enable children enough time and space to choose what to play with and develop their skills in their own way.</li> </ul>	14/03/2018

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

- improve self-evaluation to ensure that all requirements of the early years foundation stage are fulfilled, and to help identify and target weaknesses more promptly
- develop the monitoring of groups of children's progress, to help identify any patterns in learning and to review the impact of the practice and provision.

### Inspection activities

- The inspector observed adult-led activities and children's interactions with staff.
- The inspector carried out a joint observation with the provider, to evaluate the quality of teaching and learning during an adult-led activity.
- The inspector took account of the views of children, their parents and the staff team spoken to at appropriate times during the inspection.
- The inspector had discussions with the provider at various times throughout the inspection and sampled a range of documentation, including self-evaluation, children's learning records, and staff's training and qualification certificates.

**Inspector**  
Sarah Madge

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The provider and staff have a secure understanding of child protection issues and the appropriate procedures to follow in the event of a concern. They provide a safe and secure premises for children. The provider implements some methods to monitor staff performance. However, she does not focus sufficiently on how staff can improve their teaching. Staff's practice is not consistently of a good standard. For example, staff often miss opportunities to encourage children to explore and share their ideas. The provider's evaluation of the setting is not rigorous enough to help her identify breaches of requirements and weaknesses in practice. For example, she is not aware of the need to work with other settings that children attend and to share progress checks for two-year-old children with relevant professionals. The provider has recently begun to monitor the progress of groups of children, although this process is not yet effective in highlighting any patterns in the learning of groups of children.

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

The quality of teaching is variable. At times, staff interact well with the children and involve them effectively in enjoyable activities. For example, children eagerly sing along to well-known nursery rhymes, learn new words, such as 'asparagus', and participate in traditional games. However, on other occasions, teaching is less effective. For instance, during an adult-led mathematics activity, staff often count for the children, do not allow them sufficient time to think about questions before they answer for them, and tell children what to draw and where. This provides little challenge for children to help them learn and does not help them to think critically. Staff allow too little time for children to explore and play with the resources in their own way, to enable them to put their emerging skills and knowledge into practice, and be creative and imaginative.

### Personal development, behaviour and welfare require improvement

The variable quality of teaching means that staff do not always provide the support and interaction that children need to help motivate them to focus and behave appropriately. For instance, the lack of appropriate challenge in some adult-led activities means that children lose interest and do not concentrate well. Children are keen to take responsibility for their own care needs, with some enthusiastic support and praise from staff, such as wiping their nose and putting on their shoes. Staff routinely remind children to use good manners, to help them learn the social skills needed to form friendships.

### Outcomes for children require improvement

Children make steady progress in their learning. However, weaknesses in teaching do not help them make consistently good progress that prepares them as well as possible for school. For example, older children are sometimes given the same activity as the toddlers, without any additional support or challenge from staff. At these times, they are not able to practise or develop their skills. At times, children gain suitable control and coordination, such as when practising their writing skills and learning to use scissors.

## Setting details

<b>Unique reference number</b>	EY474492
<b>Local authority</b>	Kensington & Chelsea
<b>Inspection number</b>	1071802
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	
<b>Registered person unique reference number</b>	RP511045
<b>Date of previous inspection</b>	25 July 2014
<b>Telephone number</b>	

Little Darlings London registered in 2014 and operates in Kensington, in the Royal Borough of Kensington and Chelsea. The provider holds a level 3 qualification and the four staff members each hold relevant childcare qualifications. One has qualified teacher status, one holds a qualification at level 5 and two are qualified at level 3. The provision receives early education funding to provide free places for children aged three and four years.

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