

Report for Childcare on Domestic Premises

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| Inspection date | 10 August 2016 |
| Previous inspection date | 12 September 2012 |

| 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

- Staff support children's early literacy skills effectively. For instance, they read stories to children in lively tones and encourage their spontaneous comments. They teach children alphabet letters and sounds as they complete puzzles. Children make good progress.
- Staff work well with parents and others to support children's learning. They regularly check how well children learn and keep parents well informed of their children's progress. Staff provide successful ways for parents to support their children's ongoing development.
- The manager evaluates practice well and has set relevant priorities to build ongoing improvements and ensure that children's outcomes remain good.
- Staff manage children's behaviour successfully. For instance, they use a fair and consistent approach and use praise to motivate children to behave in positive ways.

It is not yet outstanding because:

- Occasionally, the organisation of some group activities does not fully support the learning of older children.
- Staff do not always make the most of opportunities to develop children's early mathematical skills and understanding.

What the setting needs to do to improve further

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

- improve the organisation of some group experiences to develop older children's learning and understanding
- support and develop children's early mathematical learning more effectively.

Inspection activities

- The inspector carried out a joint observation with the manager of a group activity.
- The inspector observed the contact between staff and children indoors and outdoors.
- The inspector looked closely at the progress of several children.
- The inspector looked at some documentation and held a discussion with the manager.
- The inspector considered the views of parents, staff and children.

Inspector

Jennifer Beckles

Inspection findings

Effectiveness of the leadership and management is good

The manager provides effective supervision of staff to identify and support their needs, including training. For instance, staff attended a course on how to evaluate practice which led to greater ways to improve the nursery. Safeguarding is effective. Staff have secure knowledge of procedures to follow should they be concerned about a child's welfare. Monitoring is effective. For example, the manager spends time observing and giving staff guidance to improve practice. This helps to identify and tackle gaps in children's learning. The manager helps to protect children from harm, for example, by carrying out comprehensive checks on staff as part of the recruitment process. She performs health and safety checks covering all aspects of the nursery to help keep children safe.

Quality of teaching, learning and assessment is good

Staff offer a wide range of stimulating activities based on all areas of learning. They use information from regular assessments of children to meet children's needs. Staff develop children's understanding of the world well, for example, by planting and growing vegetables with children. Staff provide a broad variety of creative activities to develop children's skills well in this area. They help to keep children motivated to learn by providing activities linked to their interests. Staff teach children to share and to take turns as they take part in group activities. They provide a wide range of physical challenges in the outdoor area where children balance, climb, kick, throw and catch balls, and move in different ways.

Personal development, behaviour and welfare are good

Children settle well and have happy, nurturing relationships with staff. Staff know and value children as individuals and help to build their confidence. They teach children to learn about and respect others well, which supports their personal development. Children have good independent skills. For instance, they select their own food, pour their own drinks and use the bathroom independently. Staff teach children how to be safe. For example, they take part in regular fire drills so they know how to respond in an emergency. Staff teach children healthy routines, such as the benefits of eating well, and they provide children with good daily physical challenges in the outdoor area.

Outcomes for children are good

Children make good progress. They operate simple technology effectively and independently. Children have good early writing, reading and language skills. They express themselves well. Children learn valuable skills to support their future learning.

Setting details

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| Unique reference number | EY444729 |
| Local authority | Lambeth |
| Inspection number | 1059252 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 4 |
| Total number of places | 24 |
| Number of children on roll | 18 |
| Name of registered person | |
| Registered person unique reference number | RP511018 |
| Date of previous inspection | 12 September 2012 |
| Telephone number | |

Ana-Bela's Daycare nursery opened in 2012. It is located in Norwood, in the London Borough of Lambeth. The nursery is open each weekday, from 7.30am to 6pm, all year round, except on public bank holidays. There are eight staff, including the director and manager. Of these, five staff hold appropriate early years qualifications. The nursery receives funding for free early years education for children aged two, three and four years.

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