

# Report for Childcare on Domestic Premises

**Inspection date**

16 April 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

- Practitioners have a clear understanding of their roles and responsibilities. The setting is well organised. Practitioners implement the well-thought-out policies and procedures effectively. This helps to promote children's welfare and learning at a good level.
- The provider and practitioners have a good understanding of their role to protect children. They take appropriate steps to minimise potential risks within the environment, inside and outdoors.
- Children arrive at the setting happy and eager to play and explore. Practitioners are cheerful and welcoming. Children demonstrate that they feel secure.
- Practitioners manage children's behaviour well and are positive role models. Children play well together. They share toys and learn to take turns. Children make good progress in relation to their individual starting points. They develop a good range of key skills to help support the next stages in their learning.
- Children have good opportunities to develop their understanding of the wider world. They go out on many trips to local places within the community.

### It is not yet outstanding because:

- The monitoring of practitioners' practice is not sharply focused on raising the quality of teaching to the highest level.
- Practitioners do not always gather enough information from parents about what children already know and can do when they first start, to help inform planning from the outset.

## What the setting needs to do to improve further

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

- strengthen the arrangements for supporting practitioners to help them raise their teaching skills to an even higher level
- gather more information from parents about what children know and can already do when they first start, to better support the initial planning process.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of practitioners working in the setting.
- The inspector spoke to a number of parents during the inspection, looked at written references and took account of their views.

### Inspector

Susan Riley

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Practitioners demonstrate a good understanding of child protection procedures. They are fully aware of their role in protecting children from abuse and neglect. Secure recruitment and induction procedures ensure adults working with the children are suitable for their roles. Self-evaluation is good. The manager takes account of the views of practitioners, parents and children. Clear targets for development are in place to help the setting continually drive forward. The manager regularly monitors and tracks the progress of children to help her quickly identify any gaps in their learning. Practitioners work effectively with other agencies to monitor and support children's well-being. Parents are very complimentary about the quality of the provision, commenting particularly on the friendliness of the practitioners and the welcome that their children receive.

### Quality of teaching, learning and assessment is good

Practitioners use assessments and their observations well to monitor children's progress and identify their next steps. They share the next steps with parents to help with learning at home. Children benefit from a balance of adult-led and child-initiated play. Practitioners provide a range of activities and give children support at these activities as required. For example, practitioners sit with the children as they play with the play dough and support children in what they want to make, encouraging the use of language through discussion and questioning. Children develop their small muscles as they use tools to cut play dough and different equipment to roll, shape and cut out various designs. Younger children take on the role of the shopkeeper as the practitioner pretends to buy items from the shop. Children get excited as they sing simple nursery rhymes with the practitioners and feel important as they choose the songs to sing. Those children who learn best outdoors come alive as they can run, climb and use the wheeled toys. They play chasing games with their friends and enjoy digging in the garden.

### Personal development, behaviour and welfare are good

Children are aware of and respect differences and diversity through daily activities. Children are confident and settle well. They form close attachments with their key person and other practitioners. Children receive plenty of attention, affection and praise. This supports their emotional well-being successfully. Practitioners promote healthy eating and provide children with nutritional snacks and meals. They talk to children about the benefits of eating well. Practitioners help children to adopt good hygiene routines from an early age.

### Outcomes for children are good

Children listen attentively as practitioners explain what to do. These attitudes and skills help prepare them well for their future learning and eventual move on to school. Early mathematical skills are taught well. Children learn to count and recognise numbers. Children develop independent skills. They access toys to help them make their own choices and build on their growing interests.

## Setting details

<b>Unique reference number</b>	EY491279
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1041676
<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>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	
<b>Registered person unique reference number</b>	RP511084
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

Acorns Childminding registered in 2016. The provision employs 12 childcare practitioners. Of these, eight hold appropriate early years qualifications at level 3 and two hold level 2. The setting opens from Monday to Friday, all year round, apart from bank holidays. Sessions are from 7.30am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

