

# Report for Childcare on Domestic Premises

## Inspection date

Previous inspection date

18 April 2018

Not applicable

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

- The manager, owner and staff work hard to provide high-quality provision for all children. They continuously review the learning environments to ensure children have access to a wide range of interesting and stimulating activities and resources.
- The quality of teaching is good. All staff demonstrate a good level of understanding about how children learn. They make accurate observations and assessments of individual children's progress. The manager effectively monitors children's progress to ensure there are no gaps in learning.
- Children are happy and confident. Staff provide sensitive and nurturing support to all the children as they engage with them in their play.
- Partnerships with parents and other professionals are good. As part of the induction arrangements staff gather information about children's prior learning and interests, as well as their care needs and routines.
- Children behave well. Staff are good role models for children and help them to understand how to manage their emotions and play alongside others.

### It is not yet outstanding because:

- Staff do not consistently provide highly challenging activities for the most able children to maximise their learning even further.
- Occasionally, staff do not fully support older children to use their developing writing skills in all areas of their learning.

## What the setting needs to do to improve further

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

- provide highly challenging activities for the most able children to extend their learning even further and support outstanding achievement
- encourage older children to use their developing writing skills with purpose in their play to build on their literacy skills.

### Inspection activities

- The inspector observed the planned activities indoors and outdoors and the interactions between staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector looked at documentation, for example, policies and procedures and evidence of the suitability of staff working at the nursery.
- The inspector spoke to parents during the inspection and took account of their verbal and written comments.
- The inspector spoke to staff and children at appropriate times during the inspection.

### Inspector

Dawn Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and owners value the opinions and comments of staff, parents and children. During regular self-evaluation of the nursery they use these views to help them plan future improvements, for example, providing support sessions to help parents access their children's records electronically. Safeguarding is effective. Staff have a good understanding of how to keep children safe. Robust systems are in place to ensure that the owner, manager and staff meet all welfare requirements. Recruitment, vetting and induction procedures are rigorous to check staff suitability. Staff receive regular training to support their professional development.

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

There is effective two-way communication between staff and parents about children's achievements and next steps in learning. Parents enjoy taking home activities to help further support their children's next steps in learning. Staff effectively support children's mathematical development. For example, they encourage children to look carefully at different sized bears and match them. Staff extend their vocabulary and understanding of size as they talk about the 'biggest' and 'smallest' and ask if they are the same size. Babies enjoy playing with balls of different texture and size. Staff show them how to fit the balls into holes and encourage babies to 'have a go'. Young children enjoy using their senses as they play with coloured rice and toy animals. Children have opportunities to explore and investigate as they experiment with different objects to find out if they will float or sink.

### Personal development, behaviour and welfare are good

Children of different ages join in with circle time activities to build friendships and get to know each other. For example, children describe features, such as clothing or hair colour, of another child in the circle to roll the ball to. Older children show warmth and empathy to younger children as they help them to roll or catch the ball. Children benefit from regular exercise outdoors. They develop some independence as they learn to put on their own coats and boots. Children learn to serve their own freshly prepared meals and snacks which are healthy and nutritious. Children receive visits from local professionals, such as the police, or parents from different cultural backgrounds to help them learn more about the wider world. Staff share good partnerships with local schools and they work closely together to ensure smooth transitions are in place.

### Outcomes for children are good

Children make good progress from their starting points. They gain the necessary key skills they need for their future learning and in readiness for the move on to school. For example, children make independent choices from a stimulating range of toys and resources. Older children learn to link sounds to letters. They enjoy listening to stories and joining in with songs and rhymes. Children are self-assured, content and seek out others to share experiences with, for example, gathering friends to play hide and seek in the garden.

## Setting details

<b>Unique reference number</b>	EY497475
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1039840
<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 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	
<b>Registered person unique reference number</b>	RP905094
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

Dollymixtures Day Nursery registered in 2016. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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