

# Report for Childcare on Domestic Premises

<b>Inspection date</b>	3 July 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
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:

- Staff do not consistently observe and assess children's learning and development to identify their starting points and to provide a clear understanding of the progress children make. This hinders the children's progress and their readiness for the next stage in their learning and development.
- Staff do not provide enough opportunities for children to practise their early reading skills.
- Staff do not consistently review the organisation of some activities, particularly to ensure that they take into account children's learning needs, abilities and interests, to help children remain well focused and make more gains in their learning.
- The manager does not provide consistent support to staff, such as to help target specific areas for development, to help improve their practice and to strengthen children's outcomes.
- Systems to evaluate the provision are not effective in identifying and addressing the weaknesses in the legal requirements and to raise the quality of teaching and learning.

### It has the following strengths

- Staff talk to children in a calm manner and help them make friends to play with in the nursery. Children feel safe and secure.
- Staff encourage good behaviour among children. For example, they remind children to say 'please' and 'thank you'.

## 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>■ improve the use of observations and assessments to identify next steps in children's learning and to help children make the best possible progress</li> </ul>	04/10/2018
<ul style="list-style-type: none"> <li>■ monitor staff performance effectively and offer more tailored support to help improve teaching practice to benefit children's learning.</li> </ul>	04/10/2018

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

- increase further opportunities for children to use all aspects of the environment to extend and practise their early reading skills
- strengthen further the organisation of some routine activities so that all children remain interested and involved in their learning
- improve the use of self-evaluation to closely monitor the strengths and weaknesses and identify areas to improve, to help raise outcomes for all children rapidly.

### Inspection activities

- The inspector observed activities in all parts of the nursery.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector carried out joint observations with the manager.
- The inspector took into account the views of parents and reviewed their comments and suggestions.
- The inspector looked at children's records and the nursery's policies and procedures, including those related to the suitability of staff.

### Inspector

Fatiha Maitland

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. The provider undertakes the required vetting checks on all staff to ensure that they are suitable for their roles. Staff demonstrate a secure knowledge of safeguarding procedures and know how to keep children safe. The manager conducts some monitoring of staff practice. However, such monitoring is not always consistent in approach. For example, most of the targets set for staff lack clarity and do not specify what staff need to do next to improve the quality of their practice. The manager has gathered some evidence related to how the provision works. However, this focuses mainly on strengths and does not tackle what the setting could do to improve the practice even further. The manager has acknowledged that she needs to improve the quality of the provision, but actions are not quick enough to close gaps in some of the children's learning. Parents are generally happy with the care and learning their children receive from staff. They find staff helpful and approachable.

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

The quality of teaching is inconsistent. Not all staff gather regular observations of children's learning to fully identify what children know, need to learn next and how to measure the progress each child has made over time. Managers are not fully aware of children's current achievement. Children play together in harmony and join in play. For example, babies like to investigate pop-up toys and to find out how things work. Children play with musical instruments and listen to the sounds they make. Staff talk to children, help them sing and learn about simple shapes in the environment. However, staff do not provide enough opportunities to help children develop their reading skills. Staff keep parents informed about their children's learning, including care routines.

### **Personal development, behaviour and welfare require improvement**

In general, children get on well with each other. Although many children engage in purposeful play, this is not consistent among all children. For example, some children tend to wander aimlessly for a period of time and do not learn or make good enough progress to prepare them well for their next stages in learning. Staff have received food and hygiene training and know how to prepare healthy meals. Children enjoy daily physical play and fresh air in the outdoor area.

### **Outcomes for children require improvement**

Babies have space to play safely and learn to handle resources with care. Children learn to socialise with others and respond to instruction. Children gain some skills for their future learning. However, due to the inconsistent use of assessments, the tracking of the children's outcomes over time and the variable quality of teaching practice, not all children make good progress.

## Setting details

<b>Unique reference number</b>	EY546356
<b>Local authority</b>	Barnet
<b>Inspection number</b>	1139820
<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 - 3
<b>Total number of places</b>	18
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	
<b>Registered person unique reference number</b>	RP546355
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

Rainbow Cubs registered in 2018. The setting is open each weekday from 7.30am to 6pm and operates all year round, except for bank holidays. There are seven members of staff; five of whom hold relevant childcare qualifications at level 3 or level 6.

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