

Report for childcare on domestic premises

Inspection date	24 September 2018
Previous inspection date	3 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The manager is committed to making ongoing improvements to the provision, to benefit children. She makes effective use of self-evaluation. For example, she reorganised the storage of children's resources, to allow them greater involvement in decision making and the planning of activities.
- The manager and staff carefully monitor children's progress. They make accurate assessments of children's achievements and use this information to target the next steps in children's learning.
- All children make good progress. They gain a broad range of useful skills that prepares them well for their future learning and starting school.
- The manager and staff are nurturing and know children's individual needs well. Children are happy, secure and form close attachments with them.
- Staff help children to learn about keeping themselves safe, such as when crossing roads. Children confidently give instructions to toy characters and tell them to stop, look and listen.

It is not yet outstanding because:

- The manager has not identified where some aspects of staff practice can be enhanced even further, to raise the quality of teaching and learning to the highest level.
- At times, staff do not identify where children's learning can be challenged even further, to help them to make the best possible progress.

What the setting needs to do to improve further

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

- monitor the quality of teaching more closely, to identify how practice can be improved even further, to achieve the highest level of learning experiences for all children
- increase further the level of challenge provided to children, to help them to make the best possible progress.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of how to protect children and understand the procedures to follow if they have concerns about any child's welfare. Partnerships with parents are strong. Staff work closely with parents and effectively engage them in their children's learning. For example, they give parents ideas to support children's learning at home. Staff liaise with other settings children also attend, to exchange information about children's care and development. This helps to provide continuity in the learning. The manager ensures that all staff understand their role and responsibilities. This includes supporting their ongoing professional development. For example, following recent training, staff have deepened their understanding of supporting children who have special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

Staff are skilled in helping children to develop their communication and language. Children listen attentively and join in with action songs and rhymes. Babies and young children respond to familiar names and words, and copy these. Staff provide children with a good range of opportunities to practise their physical skills. Babies enjoy joining in with running games and older children kick a ball into a goal. Children follow instructions as they learn how to operate a swing safely. Staff plan activities that encourage children to be creative, including painting and developing stories in their role play. Staff help children develop their understanding of the world successfully. Children eagerly explore their shadows and notice that these disappear when they stand in the shade.

Personal development, behaviour and welfare are good

Staff skilfully help children to acquire good social skills. Children behave well and learn to share, take turns and to include friends in their games. Staff support children's independence well. Children learn to manage their own personal care, access their outdoor clothes and help to serve their meals. They show an awareness of their needs, such as when they are tired. Staff prioritise children's good health. They follow good hygiene procedures. Children enjoy and benefit from a range of nutritious meals and snacks.

Outcomes for children are good

Children are confident and motivated learners. They are curious and ask questions to gain further information. Children develop good literacy skills and mathematical understanding. They use books to retell a story and comment sensitively on how the characters might be feeling. They count and use appropriate language to talk about time, and compare the weight of objects. Children have good ideas and use these successfully as they work together on construction projects, such as building a castle.

Setting details

Unique reference number	201186
Local authority	Warwickshire
Inspection number	10066560
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on domestic premises
Age range of children	2 - 10
Total number of places	16
Number of children on roll	26
Registered person unique reference number	RP510849
Date of previous inspection	3 July 2015

Aunties registered in 2008. The setting employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The setting provides funded early education for two- and three-year-old children.

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