

Report for childcare on domestic premises

Inspection date	18 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 provider leads her team well and takes her role and responsibilities seriously. For example, following a recent incident, she has promptly reviewed the sleeping arrangements for all children to help protect their health, safety and well-being.
- Staff support children's language skills effectively. For instance, they sing, read and skilfully engage children in conversations. Children, including those who speak English as an additional language, respond and listen attentively.
- Children make good progress from their starting points. For instance, babies gain increasing confidence in their abilities as they explore age-appropriate toys. Older children develop their love for books. They enjoy drawing and writing simple words in readiness for school.
- Children show that they feel emotionally safe and secure. They arrive at the setting happy and settle very quickly.
- Staff deploy themselves carefully and check the premises regularly to help minimise risks to children.

It is not yet outstanding because:

- The provider does not ensure that records of children's attendance contain all the required detail.
- Although the provider offers staff support and training, this is not focused sharply to help raise the quality of teaching to the highest levels.
- At times, staff do not organise some of the play resources as effectively as possible, particularly for children under the age of two years. This does not fully support children to develop their ideas and imaginations as they play.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
maintain a daily record of children's hours of attendance on the premises.	05/11/2018

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

- increase the opportunities for staff to engage in targeted professional development to build on their teaching skills, to raise the quality of teaching to the highest level
- review the organisation of some resources, particularly in the under-two's room, to make it easier for children to explore their ideas and imaginations fully as they play.

Inspection activities

- The inspector had a tour of the premises, inside and outside. She observed the children at play and their interactions with the staff, to assess the impact this has on their learning.
- The inspector looked at evidence of the suitability of staff working with children. She also looked at a range of other documentation, including policies and procedures.
- The inspector completed a joint observation with the provider and discussed staff's practice with her.
- The inspector spoke with parents and staff at various times during the inspection, taking their views into account. She interacted with children at appropriate times during the inspection.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The provider offers staff regular training to help keep their knowledge of child protection up to date. Staff know the signs that might indicate that children are at risk of harm, and they are confident in reporting any concerns to protect children's welfare. The provider follows rigorous procedures for checking staff's suitability to work with children. She knows to inform Ofsted of any notifiable events within the required time frame. However, the provider does not fully record children's attendance to reflect the hours each child is on the premises. This does not have an impact on children's welfare because staff monitor children's absences. The provider seeks, and acts on, the views of parents and staff to help her evaluate the quality of the provision. For example, she has recently reviewed relevant policies and made positive changes to help ensure children receive more-effective care and supervision, particularly during sleep times.

Quality of teaching, learning and assessment is good

Following training, staff have changed the daily routines to help increase children's levels of independence. As a result, children show that they are self-sufficient and make decisions about their play. The provider and staff observe and assess children's learning accurately to help them plan activities that build on children's interests. For example, when staff observe that children enjoy exploring malleable resources, they provide them with a variety of messy play activities to help motivate them to learn. Children have lots of fun as they investigate dough, slime and foam with their friends and teachers. Children have good opportunities to listen to and sing in other languages, such as during group times, which helps to raise their understanding of the world. Staff engage with babies and toddlers successfully. For example, they encourage young children to explore different sensory toys, which supports their exploration skills well.

Personal development, behaviour and welfare are good

Staff work closely with parents to form close relationships with the children. Parents feel very well informed about their children's learning and care needs. They highly praise staff's interaction with the children, and the 'homely' environment that they create at the setting. Staff develop children's understanding of how to lead a healthy lifestyle effectively. For instance, they encourage children to be physically active and follow consistent hygiene routines. Children test and improve their large and small muscles while playing in the garden. They run, balance and use the large equipment confidently.

Outcomes for children are good

Children, including those who have special educational needs, gain the skills that they need for the next stage in their learning and eventual move on to school. Babies learn to play with others. Many of the pre-school children use numbers purposefully and can order them in the correct sequence. Children enjoy exploring battery-operated toys and tell adults confidently, 'We are doing our work,' to express their thoughts. Children are very kind and behave well. They develop strong social skills for their age and stage of development. For instance, they share toys willingly and show great care for others. All children have positive attitudes to their learning and are motivated to learn.

Setting details

Unique reference number	EY540125
Local authority	Richmond Upon Thames
Inspection number	10081682
Type of provision	Full day care
Registers	Early Years Register
Day care type	
Age range of children	0 - 3
Total number of places	25
Number of children on roll	17
Registered person unique reference number	RP511251
Date of previous inspection	Not applicable

Barnes Day Care registered in 2016. The setting is located in the London Borough of Richmond upon Thames. It is open from 8am until 6pm, Monday to Thursday, for 46 weeks of the year. There are seven members of staff. Of these, two hold early years professional status, one holds qualified teacher status and two have relevant early years qualifications at level 3. The setting receives funding to provide free early education for 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.

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