

Report for childcare on domestic premises

Inspection date

23 October 2018

Previous inspection date

17 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The manager and deputy manager constantly seek ideas for improvement from children and parents to maintain good outcomes for children. Following feedback from parents, the management introduced free-flow to the outdoor area.
- The key-person system is highly effective in providing support for families and enabling children's individual needs to be met. Staff know all children exceptionally well. Meticulous information from parents supports initial assessments.
- Any gaps in children's learning are identified and addressed. Effective relationships with parents and outside professionals ensure that support is assessed and progress takes place. For instance, parents are encouraged to attend 'chatter time' sessions at local children's centres to enhance children's speech and language development.
- The provider has made effective improvements since the last inspection. Staff find out about and value children's cultures and languages. They help support children's understanding of diversity in different ways. For example, they reflect where families are from with flags, photographs and children's names on the self-sign in.
- The highly stimulating environment and a broad range of activities encourage children to be motivated and inquisitive. For example, babies use their senses to experience different coloured water and cornflour using their hands and feet. Older children explore thought-provoking experiments using pipettes to add vinegar to bicarbonate of soda.

It is not yet outstanding because:

- At times, staff do not give children enough support to develop their early writing skills.

What the setting needs to do to improve further

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

- increase opportunities for children to develop their early writing skills further.

Inspection activities

- The inspector reviewed documents, including records of children's learning, policies and procedures.
- The inspector took account of the views of parents spoken to on the day and through reading the written feedback provided.
- The inspector spoke with staff and held a meeting with the management team.
- The inspector observed interactions between children and the staff.
- The inspector carried out a joint observation with the manager and observed the quality of teaching and learning.

Inspector

Angela Colman

Inspection findings

Effectiveness of leadership and management is good

The management and staff maintain a safe environment and are secure in their safeguarding knowledge. They know what to do if they have any concerns about a child. Managers encourage staff to support children, in an age-appropriate way, to be aware of how to protect themselves. For instance, at circle time they discuss the meaning of stranger danger. Safeguarding is effective. Managers supervise staff consistently. Staff benefit from observations of their practice by local authority advisers as well as managers. Staff are encouraged to carry out peer observations to enable them to reflect effectively on their practice, and consider areas for development and training. For example, following the managers' detailed tracking of groups of children, and recent research and training, the outside area has been developed to provide more challenging learning experiences for all children.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently strong. Staff spend extensive time at young children's level communicating with them, and responding to the sounds babies make. They make regular and precise assessments of children's learning to help them plan appropriate challenges during activities and the daily routine. Babies are encouraged to explore toys at tummy time and to develop their muscle skills during sessions using musical instruments. The staff support children to extend their mathematical and literacy skills, and link this to home learning. For example, families are encouraged to share stories, photographs and written feedback about what they have been doing at the weekend when children take home Bessy the lion and the notebook.

Personal development, behaviour and welfare are outstanding

Children's welfare and personal development are central to everything the staff do. The innovative systems in place support children's understanding of how to manage risks and keep themselves safe. For example, children complete risk assessments and inform staff of any health and safety risks during daily checks. Staff use photographs of hazards highlighted by children to reinforce their learning. They have high standards of care and hygiene practices. For example, children enthusiastically grow fruit and vegetables which they harvest outside and eat during snack times. Young children consistently brush their teeth after meals. Staff have extensive knowledge of children, which supports their transitions within the setting and to school. For instance, they meet with teachers at the parents' home, sharing information to support continuity of care.

Outcomes for children are good

All children make good progress from their starting points and develop the skills needed for the next stage in their learning and school. Babies respond to their favourite songs and rhymes. For example, staff use sign language and point to various parts of young children's bodies as they sing 'Head, shoulders, knees and toes'. Older children relish trips to the shops to pay for healthy food using real money. They add the used boxes and containers to the home corner, to extend their play. Pre-school children take home book bags and share books with parents to help develop their early literacy skills.

Setting details

Unique reference number	EY467585
Local authority	Croydon
Inspection number	10069950
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on domestic premises
Age range of children	2 - 5
Total number of places	10
Number of children on roll	4
Registered person unique reference number	RP511077
Date of previous inspection	17 May 2017

Little Blessings Childcare and Education registered in 2014. It operates from a house in the London Borough of Croydon. It is open from 6.30am to 6.30pm each weekday, throughout the year. The provider employs four members of staff, all of whom hold relevant childcare qualifications at level 3 and above.

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