

Report for childcare on domestic premises

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| Inspection date | 3 October 2018 |
| Previous inspection date | Not applicable |

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

- Children make good progress, relative to their starting points. Staff have strong relationships with parents, who help to identify what their children already know and can do when they first attend. Staff use this information to identify children's starting points and continue to include information from parents to assess children's ongoing progress.
- Good self-evaluation helps the provider prioritise improvements that have a positive impact on children's learning. For example, she has simplified monitoring processes. This has enabled the provider and staff to identify more quickly any gaps in children's learning and address these when planning, to help prevent children falling behind.
- Children show they feel very emotionally secure and their behaviour is extremely good. They are highly confident and enjoy taking an active part in planning activities with staff.
- Staff work well in partnership with other early years providers children attend. They share information well to ensure there is consistency in planning for children's next steps in learning.

It is not yet outstanding because:

- Activities do not consistently extend older children's use of technology fully for different purposes or their art and design skills.
- Staff do not consistently implement fully the setting's procedures for visitors, such as recording when they are present.

What the setting needs to do to improve further

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

- provide more challenge for older children, such as to learn to use technology for different purposes, and during adult-led art and craft activities
- be more consistent in implementing the procedures relating to visitors to the setting.

Inspection activities

- The inspector observed staff and children engaged in learning activities, indoors and outside.
- The inspector spoke to the provider, staff, parents and children.
- The inspector sampled required records, including safeguarding policies and procedures, and talked to staff about how they implement these.
- The inspector reviewed processes to assess children's progress and to plan for their future learning.
- The inspector talked to the manager and the staff about self-evaluation and its effectiveness in improving outcomes for children.

Inspector

Julie Neal

Inspection findings

Effectiveness of leadership and management is good

The provider supports staff well and encourages them to continue to develop their skills to improve children's learning opportunities further. For example, all staff have completed training in outdoor learning and promote all areas of the curriculum outside very well. They continue to develop their knowledge through online resources and links with other providers who specialise in outdoor learning, in the UK and abroad. The provider's good monitoring shows how children quickly respond positively to spending time outdoors. In particular, how they become more confident, emotionally and physically. Safeguarding is effective. The provider and staff understand local procedures for safeguarding children and know what to do to help protect children from harm.

Quality of teaching, learning and assessment is good

Staff use their very good knowledge of individual children to plan interesting activities that, overall, challenge them and extend their learning well. They encourage children to use their existing knowledge to solve problems. For example, when younger children tried unsuccessfully to make a sandcastle, staff encouraged them to feel the textures of dry and damp sand to decide which worked better. Children quickly identified they needed to 'dig up the dark sand', and they worked together well to build their castle. Staff use their strong communication skills to extend children's learning effectively. For example, older children corrected younger ones who identified a crane fly as a spider. Staff encouraged them to explain the differences, which they did confidently. Staff support children who speak English as an additional language very well. For example, they translate songs into their home languages to sing alongside the English versions, to help develop their understanding and fluency.

Personal development, behaviour and welfare are good

Children have a good understanding of a healthy diet. For example, they talked about why 'eating a rainbow' is good for them, and they eagerly completed their rainbow charts to show the variety of fruit and vegetables they had eaten each day. They help to prepare meals and snacks. For example, children helped to prepare their lunch. They handled sharp knives confidently and safely, and showed an understanding of food hygiene, such as by using different boards for meat and for vegetables.

Outcomes for children are good

Children learn good skills that prepare them well for their next stage in learning, including going to school. For example, older children consistently recognise letters and familiar words, such as each other's names, and they write confidently. Younger children are very independent. For example, they carefully took off their boots to empty sand out of them, before changing into indoor shoes, refusing adult help.

Setting details

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| Unique reference number | EY500967 |
| Local authority | Somerset |
| Inspection number | 10067365 |
| 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 | 20 |
| Number of children on roll | 14 |
| Registered person unique reference number | RP901223 |
| Date of previous inspection | Not applicable |

Wilstock Gardens Childcare registered in 2016 and is situated in Bridgwater, Somerset. The setting opens Monday to Friday from 8am to 6pm, all year round. The provider employs five staff, who work with her at different times. The provider and one member of staff hold a level 3 early years qualification and two members of staff hold a relevant level 2 qualification.

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