

# Report for childcare on domestic premises

**Inspection date**

27 November 2018

Previous inspection date

3 July 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

**This provision is good**

- The setting's management team demonstrate a strong commitment towards achieving excellence in all areas. They have taken effective steps to address the actions and recommendations from the last inspection and improve the quality of the provision.
- The provider and staff reflect on activities and their daily practice. An action plan for development is in place. This is challenging but achievable to bring about continuous improvement to the quality of care, teaching and learning.
- Staff have a good knowledge and understanding of the learning and development requirements. They plan and deliver an interesting and varied range of activities to support all areas of children's learning. Activities are rooted in children's interests and support their continuing good progress.
- Each child is allocated a key person who makes sure that their care and learning needs are met. The key person builds friendly and trusting relationships with parents. Parents describe staff as 'friendly, caring and approachable'. Children are happy and settled.
- Staff do not consistently share a good-quality summary of children's learning with parents to keep them fully informed about their child's day and learning.
- On occasions, staff do not give the children opportunity to complete activities to their satisfaction before moving on with the routines of the day.

## **What the setting needs to do to improve further**

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

- give children time to complete their chosen activities
- explore further ways to share information with parents about their child's day.

### **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the provider and manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and also took account of written testimonials.

#### **Inspector**

Jacqueline Mason

## Inspection findings

### Effectiveness of leadership and management is good

The setting's management team is successful in driving improvements forward. Staff are enthusiastic and motivated. They work well as a team to meet children's individual care and learning needs. The setting's management team has introduced an effective system of staff supervision. This successfully fosters a culture of mutual support. Staff's professional development is supported. For example, through tracking groups of children, management found that children were not making such good progress in mathematics as in other areas of learning. All staff completed training in this area. They are now much more confident to use mathematical concepts in their interactions with children. This has resulted in improved outcomes for children. Safeguarding is effective. Staff understand their responsibility to protect children's welfare.

### Quality of teaching, learning and assessment is good

Staff know the children well and support them in purposeful play. The quality of teaching is consistently good overall, helping children to make good progress. Staff provide children with interesting resources that promote their natural instincts to discover and explore. For example, children experiment with blocks of ice in which small-world animals have been frozen. They work out how to get the animals out. Children enthusiastically talk about needing to melt the ice and explore how to do this. Staff promote children's communication skills effectively, including those who speak English as an additional language. They engage children in conversation and give them time to process questions. Children develop their physical skills in the fully-enclosed and safe garden.

### Personal development, behaviour and welfare are good

Children feel safe and secure in their relationships with staff. They develop close emotional attachments, confidently seeking out staff to share in their play. Children develop the confidence to cope with new experiences. They behave well and respond positively to the high expectations of staff. Children know and understand the consistent rules. They have regard for each other's needs and feelings. Staff talk to children in a calm and respectful manner. Children's good behaviour and individual efforts are given meaningful praise. Staff in the setting have a positive approach to diversity and support children to develop a positive sense of themselves and the wider world. Children who have special educational needs and/or disabilities are supported well. The member of staff responsible for supporting these children is knowledgeable.

### Outcomes for children are good

Children make good progress from their starting points. They develop a good foundation for future learning, such as moving on to school. Children enjoy progressing their mathematical knowledge. During number songs and rhymes they learn about simple subtraction. Children confidently predict how many frogs are left when singing a song about them jumping into a pond. Children understand that print carries meaning and are beginning to give meaning to the marks they make. They manage their own personal care needs relevant to their age and stage of development.

## Setting details

<b>Unique reference number</b>	EY499265
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10085313
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	39
<b>Registered person unique reference number</b>	RP900960
<b>Date of previous inspection</b>	3 July 2017

Lingwood Kindergarten registered in 2016. The setting employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. The setting is open from Monday to Friday during school term time. Sessions are from 8.15am to 3pm. The setting receives funding to provide free early education for two-, three and four-year-olds children.

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