

Report for childcare on domestic premises

Inspection date	7 January 2019
Previous inspection date	14 February 2018

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Following the last inspection, the leadership team and staff have worked hard to make significant improvements that benefit children's care and learning. Supervision and monitoring of staff are much improved and this has helped to raise the overall quality of teaching.
- Staff use effective methods to plan, observe and make assessments of children's learning in order to gain a clear understanding of the skills children need to develop. Children's progress is carefully tracked and monitored to support them to make good progress in relation to their starting points.
- Staff build positive relationships and work closely with other professionals to meet children's learning needs. This helps to provide children with continuity in their care and ongoing development.
- Children are happy and content. Staff provide a welcoming environment with a range of activities that interests children and supports their learning.
- There are effective arrangements in place to involve parents in their children's learning. This includes regularly reviewing children's progress collaboratively.
- The leadership team reflects on the quality of the provision well and involves staff, parents, other professionals and children to suggest changes that provide positive outcomes for children.
- Staff do not consistently offer older children the highest level of challenge to fully develop and extend their learning as far as possible.
- On occasions, some staff are less skilled at teaching older children about boundaries, and consistent behaviour management strategies are still in the process of being fully embedded.

What the setting needs to do to improve further

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

- continue to develop how staff consistently provide older children with a greater level of challenge during activities, to help them achieve to their highest potential
- build on existing behaviour management strategies to ensure all staff take a consistent approach in teaching children about expected behaviour and boundaries.

Inspection activities

- The inspector observed activities and interactions between the staff and children, and assessed the quality of teaching.
- The inspector carried out a joint observation and evaluated the quality of teaching with the provider.
- The inspector spoke to staff and children throughout the inspection
- The inspector spoke to parents and took into account their experience at the provision.
- The inspector looked at a sample of children's assessment records and checked staff suitability documentation.

Inspector

Amy Mckenzie

Inspection findings

Effectiveness of leadership and management is good

Since the last inspection, a manager who previously worked at the nursery has been reappointed. This has helped to raise the quality of teaching. The staff team is now closely monitored and the provision is successfully evaluated. Staff engage in regular training to help develop their knowledge and skills. The impact of this is evident in the improvement that the nursery has recently made. For example, staff demonstrate good knowledge of how children learn and plan accurate next steps to support them with their future learning. Staff work closely with other early years professionals and are proactive in implementing their suggestions to enhance the provision. Safeguarding is effective. Staff are aware of their responsibilities to report any concerns about a child's welfare to the appropriate agencies. There are effective recruitment and induction procedures in place to help ensure that all staff working with children are suitable and confident in their roles. Parents express high levels of satisfaction and appreciation, and comment on the attentive care given and the good progress their children make.

Quality of teaching, learning and assessment is good

Staff know children well and help them to develop new skills in readiness for their next stage of learning, including school when the time comes. Staff successfully support young children's language and communication skills. For instance, they talk to children during play and introduce new vocabulary. Staff create stimulating learning opportunities for children. This is evident as children enjoy learning about different ingredients while making home-made pizza and learning about seeds and the food birds and squirrels eat when feeding them in the garden. Children's mathematical development is supported well. This is demonstrated when children talk about shapes and colours during their play.

Personal development, behaviour and welfare are good

Staff create a homely and friendly atmosphere where children feel confident to make their own choices and readily explore. Staff are kind and caring. This is apparent as babies receive frequent reassurance and cuddles when they need them. Staff are good role models and more experienced staff use a range of strategies to promote children's good behaviour. For example, they give older children responsibilities to keep them focused and motivated. Nutrition and healthy lifestyles are given high priority. Children eat a range of nutritious snacks and home-made meals and have frequent opportunities to develop their physical skills outside. This contributes to good emotional and physical well-being.

Outcomes for children are good

Children enjoy attending and show a positive approach towards new experiences. Children display good levels of independence. For instance, older children dress themselves and manage their own toileting needs, and babies are encouraged to feed themselves. Children show interest in letters and print; this supports their early literacy skills. All children, including those who are learning English as an additional language, make good progress and develop good skills for future learning.

Setting details

Unique reference number	EY474492
Local authority	Kensington and Chelsea
Inspection number	10084790
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	0 - 3
Total number of places	16
Number of children on roll	10
Registered person unique reference number	RP511045
Date of previous inspection	14 February 2018

Little Darlings London registered in 2014 and is situated in Kensington, in the Royal Borough of Kensington and Chelsea. The nursery is open from 8am until 6pm Monday to Thursday, for 50 weeks per year. The provider holds a level 3 qualification and four of the six employed staff members hold relevant childcare qualifications ranging from level 5 to level 2. The provision receives early education funding to provide free places for children aged three and four years.

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