

Report for childcare on domestic premises

Inspection date	31 January 2019
Previous inspection date	18 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff get to know children and their individual personalities well. This helps children settle happily and become confident in their play.
- The manager and staff closely monitor and track children's individual and specific group progress. This enables them to quickly identify any gaps in their development and provide good support to help children catch up promptly and make good progress.
- Children have good opportunities to explore and investigate the natural world. For instance, they learn about what types of items sink or float.
- All children are polite and behave well. Children know what is expected of them and follow the rules and boundaries with confidence.
- There are good opportunities for children to develop their early reading skills to support their future learning. Younger children have a keen interest in books. Older children confidently recognise simple words.
- Staff do not consistently encourage children to be more independent and complete their own tasks to support their future learning even further.
- Staff do not make the most out of opportunities to encourage children to fully understand the importance of following good health and hygiene routines.

What the setting needs to do to improve further

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

- extend children's opportunities to be consistently independent and complete their own tasks more confidently
- build on children's understanding of the importance of following good health and hygiene routines to gain even better physical well-being.

Inspection activities

- The inspector observed the staff interacting with children and assessed the impact this has on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the nursery.
- The inspector spoke to the manager, children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the manager.

Inspector
Kelly Hawkins

Inspection findings

Effectiveness of leadership and management is good

The manager closely monitors the consistency of care and teaching that staff provide for children. For example, she observes them interact and teach children daily and provides them with helpful advice to support their future performance. The manager and staff effectively review their practice together. For instance, they hold daily meetings to evaluate the day's events and how well they motivated children to learn. Staff use their findings to support their future activity plans. All staff are keen to keep up to date with new early years updates and build on their skills and knowledge even further. They attend regular training beneficial to their practice. For instance, they have learned about the different ways to engage and interest babies and younger children in their play. Safeguarding is effective. The manager and staff have a good knowledge of the safeguarding and child protection policies and procedures to follow to help protect children's safety and welfare. Children learn how to keep themselves safe. For example, they know the rules with regards to approaching unfamiliar adults or dogs when out in the environment.

Quality of teaching, learning and assessment is good

Staff establish positive partnerships with key people at other settings that children also attend. This helps provide children with a good consistent approach to their shared care and learning experiences. For example, staff regularly share children's achievements. Staff support children to prepare for their eventual move to school well. For instance, younger children enjoy singing number songs. Older children recognise and match numbers in lotto games. Staff build on children's interests well. This is illustrated when children who enjoy writing a letter, go on to post their letters and eagerly wait for their arrival in the post.

Personal development, behaviour and welfare are good

Children develop good social skills and build meaningful friendships. For example, they play happily together, take turns and share resources with good levels of maturity. All children have good opportunities to develop their physical skills. For instance, older children are challenged and learn to take risk when climbing trees. Younger children enjoy exploring the different ways they can move their bodies in daily music and dance sessions. Children gain a good understanding of other people's similarities and differences, for example they say 'hello' to each other in other languages, including Chinese.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress. Children have a positive level of empathy and are caring and kind. For example, they enjoy taking an active role in looking after the setting's dogs 'Alfie' and 'Tess'. Children have good opportunities to develop their creative skills and freely express themselves. Children have fun exploring with paint in different ways, such as using bubble wrap and ice.

Setting details

Unique reference number	EY479274
Local authority	Kent
Inspection number	10076143
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 10
Total number of places	16
Number of children on roll	38
Registered person unique reference number	RP511253
Date of previous inspection	18 July 2016

Busy Bodies registered in 2014. It is located in Maidstone, Kent. The setting is open Monday to Friday from 7am to 6pm, all year around. It receives funding to provide free early education for children aged three and four years. The setting employs eight members of staff, seven of whom hold a relevant early years qualifications at level 3 or above. This includes one member of staff who has an early years degree.

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