

# Report for childcare on domestic premises

<b>Inspection date</b>	26 April 2019
Previous inspection date	13 July 2015

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

- The manager has established a good system of regular staff meetings and supervisions. This helps staff to feel valued and promotes strong teamwork.
- Staff have good opportunities to improve their professional skills and qualifications. They use what they have learned from training to develop their practice further. For example, staff have improved the quality of their observations to help them plan more precisely for the next steps in children's learning.
- Staff create strong relationships with children and their families. This helps children to feel safe and secure. Parents express their satisfaction with the nursery. They say that staff provide a warm, nurturing environment and care for their children exceptionally well.
- Staff enthusiastically invite children to join in with activities and engage them in friendly conversations and discussions. This motivates children to learn and helps them to develop a sense of belonging.
- Children acquire a good understanding of mathematics. Younger children practise counting as they sing along to number rhymes. Older children count accurately to 10 and beyond and begin to represent numbers using marks.
- Staff get to know children well and value their individuality. They provide very good opportunities for children to hear and use their home languages in the setting. This helps children who speak English as an additional language to become confident and fluent communicators.
- Children listen to adults and behave well. They form good friendships with other children, which supports their self-confidence and self-awareness.
- On occasion, staff do not adapt their teaching to ensure that group activities are sufficiently interesting or challenging to engage all children.
- Staff sometimes overlook opportunities to help children extend their independent thinking skills.

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

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

- review the planning and teaching of group activities, to ensure that they consistently support the learning needs of all children as well as possible
- provide children with more opportunities to explore and develop their own ideas, interests and strategies for doing things.

### **Inspection activities**

- The inspector observed a range of activities indoors and outdoors, and she assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the owner, manager and deputy manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents to assess their views on the provision.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's records.
- The inspector carried out a joint observation with the manager.

#### **Inspector**

Sarah Crawford

## Inspection findings

### Effectiveness of leadership and management is good

The owner and manager demonstrate a strong commitment to continuous improvement. They have developed good links with other childcare professionals, to exchange ideas for effective practice. They take account of parents' views and regularly review the provision to identify where they can enhance children's learning and enjoyment further. The arrangements for safeguarding are effective. The manager uses robust procedures for the vetting and induction of new staff, to help ensure children are cared for by suitably experienced and qualified people. Staff regularly attend training to update their safeguarding knowledge. They understand their responsibilities to protect children in their care and know the procedure to follow should they have concerns about a child's welfare.

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

Staff monitor children's progress precisely and quickly identify any gaps in learning. They provide targeted support and work with other professionals where appropriate, to help children make good progress. Staff support children's language and communication skills extremely well. They introduce new words to help broaden children's vocabulary and use questioning effectively to encourage children to express themselves. Staff introduce children to a wide range of interesting topics and themes, to help them develop a good understanding of the world. For example, children observe changes in the weather and discuss how these affect the way that they feel and the clothes that they wear.

### Personal development, behaviour and welfare are good

Staff guide children's behaviour consistently, using gentle reminders to help them understand rules and boundaries. They teach children about risks and how to keep themselves safe when playing outdoors. Staff support children to develop healthy lifestyles. The owner provides nutritious, freshly cooked meals for children each day and staff talk to them about the benefits of healthy eating. Staff make good use of their links within the local area to help children learn about diversity and develop respect for others. For instance, members of local police and fire services visit the nursery to teach children about their roles within the local community.

### Outcomes for children are good

Children make good progress, considering what they can do when they first start at the setting, and some make better than expected progress. This includes children who receive funding, those who speak English as an additional language and children with special educational needs and/or disabilities. Children become independent and develop a good range of abilities to prepare them for school. Older children learn to recognise the alphabet and practise early writing skills. Children enjoy the opportunities for vigorous physical play on daily visits to nearby gardens and during a weekly sports session with a professional coach. They have fun playing outdoors and learn to control their large-muscle movements as they run, jump, climb and balance.

## Setting details

<b>Unique reference number</b>	EY431892
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10071607
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Registered person unique reference number</b>	RP510914
<b>Date of previous inspection</b>	13 July 2015

Lexham Gardens Playhouse registered in 2011. The nursery operates from domestic premises and is open Monday to Friday from 9am to 3pm, during school term times. A holiday playscheme runs during some of the school holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs six members of staff. Of these, five hold relevant childcare qualifications at levels 4, 3 or 2.

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