

# Report for childcare on domestic premises

<b>Inspection date</b>	27 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 is extremely passionate and knowledgeable about caring and educating early years children. She coaches new staff during one-to-one supervisions to share her high expectations. This supports the good quality of education that children receive.
- The manager has undertaken a range of training courses to help enhance her practice and leadership further. She encourages and supports her staff team to also embark on further training. This has a positive impact on the quality of teaching that practitioners deliver.
- Practitioners have a secure understanding of how to promote learning and development for children. They follow children's emerging interests well. For example, as children show an interest in turtles, they sit contently with a practitioner looking through a factual book and then continue this learning in imaginary play with sea animals.
- Practitioners have close bonds with their key children. Children are nurtured and offered reassurance when they need it. For example, younger children become aware of a different sound and seek a cuddle from their key person to feel secure.
- Children are supported well for their next stage of learning, including school. They develop skills in all areas of learning, including independence and the importance of being healthy.
- Parents speak highly of the setting. They form close working relationships with their children's key person and feel well informed about their children's development. They feel that their children are well prepared for school.
- Although practitioners manage behaviour well, they do not respond consistently to younger children's emotions, which at times impacts children's emotional well-being.
- The manager has systems in place to monitor children's progress. However, she does not monitor closely enough to ensure all children make good progress.

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

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

- strengthen the consistency around responding to younger children's emotions when managing behaviour, to support their well-being further
- refine the process for checking children's overall progress to identify any gaps in their development and help them achieve the best possible outcomes.

### **Inspection activities**

- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector completed a joint observation with the manager to discuss and evaluate practice.
- The inspector sampled documents, including safeguarding procedures, staff suitability checks and children's development records.
- The inspector spoke to parents, staff and children and took into consideration their views.
- The inspector tracked children's learning and development from their starting points to view progress made.

**Inspector**  
Hayley Doncom

## Inspection findings

### Effectiveness of leadership and management is good

The manager is highly focused on providing children with the best start in life. She helps practitioners organise the well-planned environment to ensure it meets the needs of all children. She monitors children's overall progress well and role models how to adapt learning to meet the needs of all children. This encourages children to be motivated learners. The high focus on professional development helps practitioners feel valued and supported in their roles. This contributes to the good team moral, which demonstrates positive relationships to children. Safeguarding is effective. The manager has a robust understanding of her responsibilities in keeping children safe. Practitioners have a sound knowledge of the signs and indicators of abuse, including how to report welfare concerns.

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

Practitioners know their key children well and plan suitably challenging experiences such as cookery classes. Children prepare and cook their own lunch. Older children cut vegetables and follow instructions to make the perfect quiche. They save some to share with their parents and beam with pride when showing them. This supports children's positive self-esteem. Practitioners support children to learn new skills. For example, younger children use a tape measure to measure objects. They thoroughly enjoy winding the tape measure back. Practitioners remind the children to 'listen for the click' so they know they are winding the correct way. This supports children's early mathematical skills and promotes independence. Practitioners engage parents in their children's learning. Parents are welcomed into the setting for coffee mornings, where they discuss their children's development and spend time socialising with other families. This gives children a sense of belonging and a connected approach to their learning.

### Personal development, behaviour and welfare are good

Children arrive happily at the setting and confidently self-register. They quickly enter the garden, where they soon engage in their chosen activities. Children take pleasure in learning to manage their own risk. For example, they create their own obstacle course and describe it as 'wobbly'. A practitioner skilfully asks the children what they can do to make it less wobbly, and they rearrange the materials to make it safer. This promotes children's critical thinking and problem-solving skills. Children show a 'can-do' attitude in their learning. They persist during activities until they succeed. For example, younger children fill buckets up until they get to the top and older children use their physical strength to swing on the swings.

### Outcomes for children are good

Children make good progress from their starting points. Those with special educational needs and/or disabilities make consistent progress and are supported well to achieve. Children show their physical abilities as they use climbing frames. Children go on regular walks around the countryside and learn more about the world we live in. They take pleasure in caring for hens that live at the setting and collect the eggs daily. Older children count how many eggs there are and how many children. They then decide if there are enough eggs for everyone to carry one back.

## Setting details

<b>Unique reference number</b>	EY548302
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10107841
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 6
<b>Total number of places</b>	20
<b>Number of children on roll</b>	55
<b>Registered person unique reference number</b>	RP548301
<b>Date of previous inspection</b>	Not applicable

In 2017 the setting registered as childcare on domestic premises. Prior to this it was registered as a childminder in 2012. The setting is located in Stoke, Andover. It offers care Monday to Friday from 7.30am to 6pm, throughout the year. The setting accepts government funding for two-, three- and four-year-old children. The manager holds a level 5 qualification in early years, one practitioner holds a level 6 qualification and two practitioners hold a level 3 in early years education.

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