

# Report for childcare on domestic premises

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Inspection date: 4 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

The manager and staff provide children with a stimulating and well thought-out learning environment, both indoors and outdoors. This motivates children well to play, explore and make new discoveries. Older children work well as a team to build with large-scale construction equipment. They enjoy using drainpipes to channel water to different places. Younger children explore confidently, and eagerly investigate a range of sensory materials, such as shaving foam and seeds. Children feel safe and form close bonds with the friendly and nurturing staff. Babies demonstrate that they feel secure as they enjoy the comfort and cuddles they receive. Staff are positive role models and help children to learn to manage their feelings and behaviour. Children learn to share, take turns and understand about the boundaries set. Staff help them to understand how what they say can be hurtful and upset their friends. Children benefit from the many opportunities to be physically active. They gain confidence in their own abilities and enjoy adventurous play. Babies learn how to negotiate steps safely. Older children balance carefully as they travel across equipment and use climbing frames. Staff support children's health and welfare successfully. Children benefit from the nutritious food and drink provided. They learn about good hygiene routines, such as dental care and handwashing.

## What does the early years setting do well and what does it need to do better?

- The manager reflects on the quality of the provision carefully and values the contributions that staff, parents and children make to this process. She provides staff with good support to ensure they understand their roles and responsibilities. Staff have good opportunities to further develop their practice. Recent training has helped staff to extend their knowledge in supporting children's early literacy skills, specifically learning about letters and their sounds. Children explore the various sounds they can hear in words and benefit from many opportunities to practise their writing. They enjoy making marks in a range of interesting ways, such as painting with toy cars and drawing with sticks in mud. Children listen attentively to stories and comment on what the characters are doing.
- The manager and staff work well in partnership with parents. This helps to provide continuity in children's care and learning. Parents appreciate the communication they receive from staff and how they are involved in their child's learning. Staff work closely with parents to help establish children's starting points and learn about their individual routines. However, they do not routinely liaise with the setting that children attended previously to gather as much information as possible about children's learning and development.
- Staff support children's communication and language skills well. They provide good support for children who need additional help with their language

development. They plan a range of enjoyable activities that help children practise the skills they need to become confident communicators. The manager and staff have identified successful strategies to help children who speak English as an additional language gain confidence and to help value their home languages. Children enthusiastically join in with songs and rhymes. Babies listen attentively and anticipate actions and movements. Older children ask thoughtful questions and explain their ideas clearly.

- The manager carefully monitors the progress that children make and staff make accurate assessments of children's learning and development. They use this information well to plan targeted learning opportunities that help each child to achieve success and prepare for their future learning. Although staff provide children with a good level of challenge, at times, they are too quick to step in and solve problems for them.
- Staff support children's mathematical understanding skilfully and plan a wide range of experiences that help children to successfully build their knowledge. Children learn that time can be measured in different ways, such as pouring water and sand. They recognise small totals without counting objects and explore their understanding of full and empty. Babies recognise when a small container is full and decide to empty it.
- The manager ensures that children are helped to develop their understanding of people in the local area and wider community. Children enjoy regular visits with elderly members of the community in a residential home. They learn that people have different needs.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how to protect children and understand the procedures to follow if they identify any concerns about a child's welfare. The manager follows robust recruitment procedures to ensure the suitability of staff. Staff know what to do should they have concerns about the conduct of a colleague. Staff are vigilant about children's safety and supervise them well as they play. They make careful risk assessments to eliminate and minimise any hazards to children.

## What does the setting need to do to improve?

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

- gather as much information as possible from the setting children have previously attended, so that staff have a fully comprehensive knowledge about a child's learning and development on entry
- recognise when children need more time to test out their ideas and work things out for themselves, to help them to further develop their problem-solving skills.

## Setting details

<b>Unique reference number</b>	EY461776
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10115825
<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>	0 to 13
<b>Total number of places</b>	24
<b>Number of children on roll</b>	40
<b>Registered person unique reference number</b>	RP511231
<b>Date of previous inspection</b>	8 October 2013

## Information about this early years setting

Hilary's Childminders Ltd registered in 2013. The provision opens Monday to Friday, all year round. Sessions are from 7am until 7pm. It employs five members of staff. Of these, one holds an early years qualification at level 6, with three at level 3 and one at level 2. The provision receives funding to provide free early years education to three-year-old children.

## Information about this inspection

### Inspector

Anne Dyoss

### Inspection activities

- The inspector and manager completed a 'learning walk' across all areas of the setting to understand how the early years provision and the curriculum is organised.
- The inspector carried out joint observations with the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the setting's documents. This included evidence about staff suitability and training.
- A meeting was held between the inspector and the manager.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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