

Report for childcare on domestic premises

Inspection date:

29 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Some weaknesses in senior leadership and staffing have a negative impact on the quality of the provision. The variability in the quality of assessment, teaching and behaviour management does not ensure that all children remain purposefully involved in play and learning. Staff set out their intention for learning but miss opportunities to support children's learning fully, including those children who learn English as an additional language. Consequently, some children's attention and behaviour deteriorate. Staff do not explain clearly to children why some behaviour is unacceptable. This makes it difficult for children to understand and follow expectations. At times, the learning assessments for some children are not accurate enough to consistently secure the best possible outcomes for all children.

Staff work with parents to ensure their children settle as quickly as possible. Children arrive happily and staff greet them warmly. Staff help children choose what to play with from the suitable range of resources on offer. Children are confident and feel safe. They have regular opportunities to practise their counting skills and hear mathematical language as they play.

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

- Staff assess children's learning and development regularly to inform future planning and teaching. However, these assessments are not accurate enough to support children's learning effectively, including children with special educational needs and/or disabilities and those who learn English as an additional language. On occasion, staff assess children too highly, giving an inflated impression as to what children actually know and can do.
- The manager does not monitor the quality of teaching within the provision effectively. She offers professional development opportunities to help staff improve their practice, and staff have regular one-to-one meetings with a team leader. However, the quality of teaching is variable. It is not consistently good enough to help children to make good progress in their learning. For example, some staff busy themselves with domestic tasks in preference to supporting children's learning.
- Staff do not manage children's behaviour in a consistent way, in order for children to learn about the consequences of their behaviour and know that some behaviour is not acceptable. For instance, staff do not notice when one child snatches a toy from another child.
- Staff use good intonation when reading stories to children. They introduce new words and encourage children to join in with familiar refrains. However, staff do not provide children who speak languages other than English at home with enough opportunities to hear these languages to support their communication skills further. Staff have words and phrases in the other languages that children

speak but they do not routinely use these during the day.

- Staff support children to develop their small-muscle skills well. Toddlers scoop up pasta and oats and thoroughly enjoy transferring these to containers of various sizes. Older children connect washers and nuts to bolts competently.
- Children learn how to use equipment and tools safely. For example, they use a knife correctly and safely to cut up bananas and plums while being closely supervised by staff.
- Staff generally work well with parents, early years professionals and other settings that children attend. They offer ideas to parents to support children's learning at home.
- Children grow in independence and enjoy taking responsibility for small tasks. For instance, they put on their own hats and gloves to go outside to play and they confidently take their plates to the sink after lunch.
- Children manage their personal care needs and enjoy healthy snacks of fresh fruit and vegetables. They have ample opportunities to develop their physical skills, such as dancing to music, climbing and jumping. These experiences help children to learn the importance of a healthy lifestyle.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure understanding of their responsibility with regard to protecting children. They are familiar with the procedures to follow should they have a concern about a child's welfare. The manager ensures that staff keep their safeguarding knowledge up to date. For example, they take part in regular training and in discussions at staff meetings. Staff undertake regular risk assessments to ensure that the provision is safe and secure for the children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff make accurate assessments to reflect children's current capabilities	26/11/2019
develop behaviour strategies to provide a more consistent approach to managing behaviour.	26/11/2019

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

- provide staff with the support needed to raise the quality of interactions to a consistently good level
- develop strategies to support children to communicate their needs and interests, with particular regard to children who learn English as an additional language.

Setting details

Unique reference number	EY347393
Local authority	Somerset
Inspection number	10073846
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	1 to 5
Total number of places	20
Number of children on roll	36
Registered person unique reference number	RP510981
Date of previous inspection	14 July 2016

Information about this early years setting

Chesters House Child Care registered in 2010. It is one of two privately owned settings and is situated in a residential area of Chard in Somerset. The setting is open each weekday from 7.30am to 6pm all year round, except for bank holidays and a week at Christmas. The setting receives funding to provide free early education to children aged two, three and four years. There are seven members of staff. Of these, the manager holds early years professional status, one member of staff holds qualified teacher status, one member of staff holds a qualification at level 6, two hold a qualification at level 3 and two are unqualified.

Information about this inspection

Inspector

Petra Morgan

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and the inspector took part in a tour of the premises at the start of the visit and carried out a joint observation to understand how the early years provision and curriculum are organised.
- The inspector held a meeting with the provider and manager. She sampled documentation, including evidence of staff suitability checks and qualifications.
- Time was spent observing and speaking with staff and children during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019