

Report for childcare on domestic premises

Inspection date: 31 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled at the setting. They move freely around the different areas of the setting and direct their own play. The setting is organised to inspire children's awe and wonder. Babies are keen to find out what older children are doing and watch them as they play. All children have access to a spacious and well-planned outdoor area and can decide where they want to play. They excitedly look for birds in the garden using binoculars and take photographs of what they can see.

Children enjoy secure attachments with well-qualified and experienced staff and managers. Staff plan a broad range of experiences that help children to learn and develop. They play alongside babies who are exploring jelly. Staff describe what they are doing as they entice children to join in. As babies search for the hidden spiders, staff support their language development well. They introduce new words, such as 'poke', 'press', 'squash', 'squeeze' and 'splash'. Children copy some words, saying, 'Splash' as they excitedly pat the jelly.

Managers and staff have high expectations for all children. They are good role models and teach children right from wrong. Children are well behaved and display high levels of independence. They are confident individuals who develop positive attitudes to play and are eager to learn.

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

- The well-thought-out curriculum is designed with children at the centre. Staff use children's interests as a starting point when planning experiences to help them to develop. Children enjoy a range of activities that encourage their curiosity and desire to explore. For example, children test out which surfaces are the best for making their ball bounce the highest. They delight in sharing their findings with managers and staff.
- Children are happy and settle quickly into the setting. Settling-in sessions are organised to suit the needs of individual children and families. Staff gather a wealth of information from parents before children start at the setting. They ask what children are interested in, their likes and dislikes, routine, and what they can do. Staff use this knowledge to help children to develop from the start.
- Children are independent and confident. For example, older children help staff to prepare pudding, enjoying the responsibility of carrying out tasks. They are focused and engaged during the activity. Children develop their small-muscle skills and manage their own risks as they use a knife to chop chocolate. They use the microwave and explore what happens as the chocolate melts. Although the quality of teaching is good overall, staff do not consistently make the most of opportunities that arise to extend children's knowledge of mathematics even

further.

- Staff use daily routines, such as mealtimes and nappy-changing times to support children's understanding of good hygiene practices and healthy lifestyles. Mealtimes are a social occasion where children develop good manners and learn about where food comes from. Children are active and enjoy plenty of physical activities.
- Children learn about the world around them and meet a wide range of people through the well-planned and extensive range of outings that staff plan. Children regularly visit a nearby care home, library and shops, and enjoy walks in the local community.
- The manager is ambitious and passionate. She has a clear vision for improving the setting. She works closely with staff to develop their practice, knowledge and skills. The manager has identified that the setting needs to provide more support for children who speak English as an additional language, so that they make even more progress in their learning.
- Partnerships with parents are strong. Staff keep parents well informed about what their children are doing and learning in the setting. They share ideas about how parents can further support children's learning at home. For example, staff suggest a monthly task for children and parents to do together at home. These activities include going for a nature walk, sharing a story or sending in a photo of children brushing their teeth. Staff use these experiences to spark discussions in the setting about children's experiences and their home life.

Safeguarding

The arrangements for safeguarding are effective.

All staff know the signs and symptoms that might indicate that a child is at risk of harm. They understand how to identify and report any concerns they may have about a child's welfare. The manager ensures that staff keep their knowledge up to date and are aware of wider child protection issues. When appointing new staff, she follows safer recruitment procedures to ensure that staff are suitable and have the skills they need to fulfil their roles.

What does the setting need to do to improve?

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

- provide children with the best possible opportunities to extend their learning in relation to the concept of time.

Setting details

Unique reference number	EY549766
Local authority	Doncaster
Inspection number	10123418
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 to 5
Total number of places	18
Number of children on roll	43
Registered person unique reference number	RP549765
Date of previous inspection	Not applicable

Information about this early years setting

Holly Grove Childcare registered in 2017. The setting employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level three or above, including one who holds qualified teacher status. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Cotton

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the setting and discussed how the setting and the curriculum are organised.
- The inspector spoke with staff and children at appropriate times during the inspection.
- A joint observation of an activity was carried out by the inspector and manager.
- A meeting was held between the inspector and manager. The inspector looked at a sample of the setting's documents. This included evidence of staff's suitability and training.
- The inspector took account of the views of parents through written feedback provided.

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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