

Report for childcare on domestic premises

Inspection date: 5 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Staff provide a welcoming and nurturing learning environment where children feel safe and secure. They welcome parents and their children when they arrive at the setting. Children settle readily and develop a good sense of belonging and community. Staff are attentive to the needs of children, including babies. For example, babies babble happily and learn to explore their environment safely. Staff know children well and check their development effectively to address any learning needs. Children make good progress in relation to their individual starting points. Children who speak English as an additional language equally achieve well. They are well prepared for the next stages of their learning and development. Staff show children how to handle resources with care and play at their level. They talk to children, but they do not always allow children enough time to think and to respond. Staff use labelling around the setting to help children understand that print carries meaning. Children are eager to explore resources around them and to find out how things work. For example, older children keenly mix different coloured paints and observe how colours change when they mix. Not all staff encourage children to manage small tasks to further strengthen their independence. Staff are caring and praise children as they learn new knowledge and skills.

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

- Staff gain relevant information from parents to establish what their children know and can do. They observe children as they play and regularly assess their learning and development. Overall, staff provide stimulating activities that motivate children to learn.
- Children play together in harmony and enjoy their time at the setting. They are learning to use their imagination well. For example, younger children love to play with musical shakers and listen to the sounds they make. Older children keenly stack small objects on top of each other and make good attempts at building their favourite models, exploring their shapes and sizes. Occasionally, staff do not provide enough opportunities for children to think and to respond to deepen their learning.
- Staff aid children to adopt healthy lifestyles. For example, they help children clean their hands before eating to reduce the risk of infection. Children enjoy nutritious meals cooked on the premises and can access water when needed. Younger children love to eat alongside others and learn to socialise well. Children enjoy the outdoor activities and fresh air. They keenly push wheeled toys and learn to go down a slide carefully.
- Staff share detailed information with parents about their children's learning and development, and they involve them in planning the next steps. Parents report that they highly value the support they receive from this attentive and caring staff team. They confirm that their children learn well and that they know how

to support their children at home.

- The manager and staff work well with other providers and relevant agencies to help ensure good continuity and progression in children's learning. The manager supports staff well and offers them specific guidance to help them develop their knowledge and skills. She is also alert to their workload.
- Staff attend training to widen their skills. They are positive about the way the manager supports their well-being and helps them secure qualifications.
- The manager and staff seek the views of parents and others to help children achieve well and to meet their care and learning needs effectively.
- Staff help children learn about their own identity and the different people around them. This helps children to feel special and unique.

Safeguarding

The arrangements for safeguarding are effective.

The manager undertakes vetting checks on all staff to ensure that they are suitable to work with the children. She also knows that she needs to notify Ofsted of any staff wishing to work in her setting. The manager shares her safeguarding policies and procedures with staff and parents so that they know how to protect children. Staff have a good understanding of the safeguarding practice, including the reporting procedures if they have any welfare concerns about children in their care. The manager and staff undertake regular checks on the premises and resources to help children remain safe and secure.

What does the setting need to do to improve?

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

- give children enough time to think and to respond to requests according to their abilities
- help children manage small tasks for themselves so that they become more independent in their learning.

Setting details

Unique reference number	EY396597
Local authority	Barnet
Inspection number	10128483
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 2
Total number of places	24
Number of children on roll	24
Registered person unique reference number	RP510972
Date of previous inspection	7 January 2014

Information about this early years setting

This provider registered in 2009 as childcare on domestic premises. She lives with her family in the London Borough of Barnet. The provision operates Monday to Friday from 8am to 6pm throughout the year. The provider receives funding to offer free early education for two-year-old children. There are 16 staff, 11 of whom hold relevant qualifications from level 2 and above.

Information about this inspection

Inspector

Fatiha Maitland

Inspection activities

- The inspector and a member of the management team conducted a learning walk in all parts of the setting to understand how the curriculum is organised.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector carried out one joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at the setting's policies and procedures, including those related to the suitability of staff.

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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