

Report for childcare on domestic premises

Inspection date: 25 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	Not applicable

What is it like to attend this early years setting?

The provision is good

This cosy and inclusive environment provides a home from home for children. Staff have warm relationships with the children, and the atmosphere is bright and happy. Children demonstrate positive behaviour, confidence and independence. From the youngest age, babies and toddlers are encouraged to share, take turns and to be kind to one another. They form close relationships with the other children. When children need emotional support, this is readily available from responsive staff because of the secure relationships they have developed. For example, younger children enjoy one-to-one time with staff as they explore different textures during sensory play. Older children enjoy playing with staff who use their interests as a starting point for their learning.

Staff have high expectations and support children's prior learning to expand their knowledge and range of experiences. For example, children enthusiastically use mud and add water and other natural resources to create mud houses. Staff talk to children as they play, helping them to use language to share their feelings, thoughts and ideas. Children proudly tell adults what they have done and feel safe to have conversations with new people in the setting. The managers are dedicated and motivated, and lead their team with enthusiasm and confidence.

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

- Children's physical health is promoted well. Children have daily opportunities to play outside and exercise in the fresh air. All children explore the outdoor space and lead their own play well. For example, younger children balance and demonstrate good coordination on the equipment. Older children build tall towers using large bricks. They sustain their interest while they focus on developing their skills to balance and construct the towers.
- Children, including those who speak English as an additional language and those with special educational needs and/or disabilities, make good progress from their starting points. The managers and staff provide children with a well-planned curriculum overall. Staff consider children's individual interests and next steps in learning when planning activities. This helps prepare children well for future learning and school. However, staff focus less well on providing highly challenging experiences for most-able or older children during play to further extend their learning.
- Staff encourage all children to develop a love of books. They use good expression in their voices to capture children's interest. Children show their delight when listening to stories and explore stories with staff, often cuddling with them as they read. Staff support children's language development by using books. For example, they encourage children to name the foods in 'The very hungry caterpillar'. Older children display their good memory recall skills as they

confidently retell familiar stories in the correct sequence.

- Children enjoy experimenting with different materials outside to engage all of their senses. Staff introduce ideas to motivate children to be curious. Young children show this as they explore the effects of water in the sand. They develop good early mathematical and language skills when they discuss shape and size and match simple puzzles. Older children can count objects, learn to recognise numerals and explore the weight of certain objects.
- The managers and staff have strong partnerships with parents and outside agencies. Parents are fully involved in their children's learning and development, and comment on the contact they have with staff and the sharing of information about children's learning and next steps. They value the quality of care and commitment staff show towards their children.
- Managers are driven to provide the best outcomes for all children and undertake frequent reviews of all areas of the setting. For example, managers reviewed resources across the setting. As a result, children have greater access to more-targeted technology toys and equipment. Daily routines and procedures for monitoring children's learning and development have also been reviewed and improved. However, for some of the younger children, the daily routines can occasionally have an impact on their engagement levels. For example, there are times of the day when younger children cannot access all areas of the setting. This has an impact on the flow of play, limits the rich learning opportunities children were enjoying and does not fully support them to develop skills at the highest levels.

Safeguarding

The arrangements for safeguarding are effective.

The provider has a robust understanding of her role and responsibilities in helping to keep children safe. All staff have a good knowledge of the signs and symptoms of abuse and a broad understanding of wider safeguarding issues. They know the procedures to follow should they have a concern about a child in their care. The provider has robust recruitment and induction procedures. She completes rigorous checks to ensure that only those suitable to work with children do so. Ongoing checks mean that leaders can make sure staff remain suitable to care for children. Children are closely supervised by staff at all times.

What does the setting need to do to improve?

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

- continue to revise the organisation of daily routines for younger children to reduce interruptions to their play and to improve the quality of provision overall to the highest levels
- develop the opportunities for children to enjoy increased levels of challenge to

extend their thinking, particularly the most able and older children.

Setting details

Unique reference number	EY543952
Local authority	Surrey
Inspection number	10100082
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	18
Number of children on roll	26
Registered person unique reference number	RP543951
Date of previous inspection	Not applicable

Information about this early years setting

Care Bear Childcare registered in 2017. The setting is located in Chertsey, Surrey. The setting operates on Monday to Friday from 7am to 7pm, for 51 weeks of the year. It employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and three hold level 2. The setting provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Allen

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 inspector spoke with staff, parents and children, and took account of the provider's improvement plans.
- The provider and inspector carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- During a learning walk, the inspector and provider discussed how the early years provision is organised and how they plan the curriculum and experiences for children.
- The inspector reviewed statutory documentation and staff qualifications.

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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