

Report for childcare on domestic premises

Inspection date: 22 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

Children are very well cared for in a safe and welcoming environment. The manager and her staff create a calm and inviting atmosphere and children arrive happy and excited. Children are able to choose their own activities and quickly settle into their play. The manager and her staff have high expectations of children and support them effectively through learning and development to help them reach their potential.

Children of a young age show very good levels of concentration and persevere at an activity until they have completed it to their satisfaction. For example, children stay for long periods making a collage, sticking feathers and pom-poms onto their paper. They are developing their small-muscle skills and are competent when they remove and replace the lid carefully from a glue stick.

Children's behaviour is good. The manager and her staff help children to understand the importance of sharing and taking turns. Any small disagreements are dealt with rapidly. Children are given simple explanations to help them to realise that there are consequences to their actions. For instance, when children are enjoying riding the sit-on vehicles down a gentle slope, they are reminded to wait until other children have moved away. Children are given the time to think about what might happen and they know that they might hurt one of their friends.

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

- Staff gain detailed information from parents about what their child can already do when they start to attend the setting. They use the information to identify children's starting points and potential gaps in their learning.
- Skilful use by staff of children's home language, as well as English, helps children to settle well. Children who speak English as an additional language communicate effectively using their growing vocabulary. They often ask questions in their home language and staff also repeat it back in English. Children repeat the words, which helps them to extend their English vocabulary even further.
- Staff introduce children to mathematical language and concepts. Children are learning about size and shape. They help to find big and little leaves and draw straight lines and circles in chalk when playing outdoors.
- The manager monitors the practice of staff and follows up her observations through regular supervision meetings. She continually coaches and models good practice. This helps to continually improve the performance of staff and helps to ensure good outcomes for children.
- Parents are extremely pleased with the provision and speak very highly of the service they receive. They feel they are kept well informed about their child's

progress. Parents comment on the advice the manager and her staff have given that has resulted in them seeking further specialist support to meet their children's individual needs.

- Children generally follow routines; however, staff do not manage some transition times as well as possible to extend children's understanding of what is happening next and what is expected of them. This leads to children becoming rather unsettled and noisy.
- Children are confident in managing their own risks, for example when they climb and descend the stairs to the outside play area. They hold on to the rail carefully and follow in turn with little need of prompting from staff.
- Children learn how to develop healthy lifestyles. Staff discuss the snacks brought from home and reinforce the importance of foods that are good for you. Children have opportunities for physical play, including riding bikes and space to run outdoors in the fresh air.
- Staff do not always provide activities that engage children fully. Older children lack challenge and those who are younger lose interest easily. This means that children's learning opportunities are, on occasions, not maximised.
- Children are working at levels typical for their ages and they make good progress from their starting points. They are gaining the skills for their future learning and eventual move to school. Children learn about the wider world. They go out on regular trips to local shops and events in the community.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend training to regularly update their knowledge and understanding of safeguarding concerns. They are clear about the signs and symptoms of abuse and can discuss wider safeguarding or child protection issues with confidence. The manager and her staff are fully aware of their responsibilities to act and report any concerns they may have. They know who to report to if they are worried about a child's welfare. The manager ensures that all those who work or live on the premises are vetted and are suitable to carry out their roles. Staff follow policies and procedures with regard to recording accidents and the administration of medicines. Staff teach children about keeping safe. They encourage children to pick up toys, explaining that these are a trip hazard.

What does the setting need to do to improve?

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

- support staff to help children understand what is happening next during routine activities and what behaviour is expected of them.
- help staff to maximise learning opportunities that engage and challenge all ages of children.

Setting details

Unique reference number	EY551123
Local authority	Salford
Inspection number	10126882
Type of provision	Childcare on domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 3
Total number of places	24
Number of children on roll	13
Registered person unique reference number	RP551122
Date of previous inspection	Not applicable

Information about this early years setting

Merlin Childcare registered in 2017 and is owned and managed by a private provider. It operates from 9am until 1pm, Monday to Friday, for 42 weeks a year. The manager works with four assistants and can draw on other assistants as supply staff if needed. Of the five staff, one holds an appropriate early years qualification at level 3 and two hold level 2. The provision provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kaela Francioli

Inspection activities

- A joint observation was carried out with the manager and the inspector.
- The inspector observed the quality of teaching during activities both indoors and outdoors. The impact on children's learning was evaluated.
- Parents, staff and children were spoken to during the inspection and their views were considered.
- The inspector checked the suitability of all relevant members of the household and all the staff.
- The manager and the inspector toured the setting together.

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