

Report for childcare on domestic premises

Inspection date: 21 October 2019

Overall effectiveness**Good**

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

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 extremely happy and settled within the setting. The provider, who is also the manager, ensures a highly effective key-person system where staff prioritise the emotional needs of all children. Babies engage in exciting, age-appropriate activities. For example, they discover 'life on a farm' where they explore through their senses and feel new textures such as straw and paper shavings. During the activity, staff develop children's language by role modelling new words and by imitating the sounds of animals in an enjoyable and exhilarating way. Children show high levels of concentration. For instance, in the toddler room, children work together as they construct a large puzzle and tidy away after the activity. Staff deliver valuable experiences that capture children's curiosity and widen their knowledge of the world around them. For example, during role play, pre-school children discover what it is like to visit the dentist and are developing an understanding of good dental hygiene. Children receive great support to develop their physical skills. For instance, babies engage in a highly stimulating tummy-time activity. Older children know the daily routine and manage their own hygiene needs, such as washing their hands after playing outside. They understand this helps to keep them healthy because it prevents the spread of germs.

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

- The environment offered to the children is welcoming and homely. The staff team provides a rich and vibrant learning atmosphere where the children are highly stimulated. Children have lots of opportunities to be physically active outside in the fresh air.
- Staff are extremely well supported by the manager and deputy manager. Regular supervisions take place and there are daily opportunities for staff to discuss their professional practice and to talk about the children's care and learning. The staff team accesses regular training. As a result, children are provided with a high-quality standard of teaching.
- Staff skilfully extend and build on children's interests to support their understanding of mathematics. They expertly introduce mathematical words and counting into daily activities and routines. For instance, they challenge older children to count and to identify numbers during a card game.
- Children develop good communication, language and literacy skills. Staff constantly talk to children, encourage them to sing plenty of songs and to develop a love of storybooks. As a result, children are effective communicators. For example, pre-school children freely discuss their thoughts and ideas with each other. They easily identify sounds and independently select letters to spell out simple words such as 'dog' and 'cat'.
- Staff are keen to applaud children's daily achievements. For example, during circle time, children celebrate their success, such as being a friend to others, by

hanging a leaf on their constantly growing 'achievement tree'. This motivates children to persevere and builds on their self-esteem. Children proudly share their joy with their parents.

- Leaders are passionate about providing children with an extensive curriculum. Children's progress is closely monitored to make sure that any gaps in learning are narrowing. Staff successfully consider children's starting points and the next stage of development. Therefore, all children make rapid progress and are extremely well prepared for their eventual move to school.
- Staff positively praise children and encourage them to focus on the activities provided. For example, staff praise children for sharing their ideas and they guide them to solve problems. Consequently, children are resilient and keep trying until they succeed.
- From the start, staff get to know the children and their families very well. They obtain detailed information from parents about their children's care routines and their development. Staff fully engage with parents at the beginning and end of the day, and they regularly share information about children's progress. As a result, parents say their children are very well supported in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the potential signs that may indicate a child is at risk of harm and how to seek help to protect them. They keep their safeguarding knowledge up to date through regular training. The premises are risk assessed daily to ensure children play in a safe environment. However, the provider has not notified Ofsted of all changes to staff working on the premises. As a result, Ofsted has not carried out suitability checks for all staff. However, this oversight does not have an impact on the care of the children because the provider carries out their own robust recruitment procedures, including timely Disclosure and Barring Service checks. This minimises risks to 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
supply information to Ofsted regarding all staff working on the premises, to allow relevant suitability checks to be carried out.	11/11/2019

Setting details

Unique reference number	EY550409
Local authority	Staffordshire
Inspection number	10128276
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	24
Number of children on roll	48
Registered person unique reference number	RP550408
Date of previous inspection	Not applicable

Information about this early years setting

Hilary's Childminding Service registered in 2017. The premises is located in the Brocton area of Stafford and is open Monday to Friday from 8am until 6pm for 51 weeks of the year. The provider employs seven assistants, six of whom hold a relevant qualification at level 3 or above. The provider holds a level 3 qualification in childcare. The provider receives funding for three- and four-year-olds.

Information about this inspection

Inspector

Laura Green

Inspection activities

- The quality of teaching during activities indoors and outside was observed by the inspector. She assessed the impact this has on children's learning.
- The inspector looked at a sample of the setting's documents. This included evidence of staff suitability and training.
- A discussion was held between the inspector and the managers.
- The inspector and the managers had a tour of all areas of the setting to understand how the early years provision and the curriculum are organised.
- Discussions were held with staff and parents, and the inspector interacted with children at appropriate times during 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.

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