

Report for childcare on domestic premises

Inspection date: 21 January 2020

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 arrive happy and ready to learn, feeling safe and secure in a homely environment. They form close bonds with familiar adults, particularly their key person, who knows them well. The staff cuddle young children close and reassure them as they begin to settle into daily routines. Children are confident to explore the well-resourced indoor environment and, overall, make choices about their play. Young children feel safe to approach unfamiliar visitors and older children are confident to engage them in conversations, such as explaining that the biscuits need to go in the oven to cook before they can eat them.

Children engage well in a broad range of activities, such as cooking biscuits, playing games and listening to stories. There is effective support from staff keen to help older children learn the skills to prepare them for school, such as becoming more independent in their self-care and activities to help them in their early writing and mathematical knowledge. Children show great pride in their achievements, for instance, when they successfully follow instructions to join dots to create a shape. Staff praise them, building high levels of self-esteem, encouraging them to have a can-do attitude to their learning. Children behave well and show patience when taking turns in games.

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

- Staff assess children's progress well. They successfully identify children's next steps in learning and provide activities that support their interests and learning styles. On occasion, staff working with the older children provide fewer opportunities for them to initiate their own play and explore their own ideas. For example, older children sit for a long time completing activities led by a member of staff and are not encouraged to make decisions about their play.
- Young children participate enthusiastically in highly interactive storytelling activities. They show great excitement when the monkey squeaks, giggling happily, especially when they feel the material of the puppets on their face. They verbalise their ideas and staff support their language development effectively with clear narration to build vocabulary. Children are attentive and listen to a few stories before clapping along to familiar songs and following the actions, such as snapping like a crocodile.
- Staff build on children's learning experiences, such as providing different sensory opportunities for young children to encourage their engagement and exploration. They willingly investigate a range of objects to independently print with in the paint.
- Overall, children's care needs are met well, such as helping young babies in the weaning process. However, staff are not always consistent in maintaining hygiene practices, for example, they offer younger children food that has been

on the floor.

- Older children work well together to complete a task, such as connecting pieces to make the board for a game. They comment on how difficult it is but persevere with the task, cheering each other's achievements. Staff use this opportunity well to encourage more confident children to help their friends.
- Leaders and managers understand the importance of offering effective staff supervision to maintain good-quality teaching and care. They regularly observe staff and use every opportunity to share ideas to maintain sound practice. Leaders and managers evaluate their provision successfully. They know what is needed to improve, such as training and research on how to support children's emotional security and exploring different ways to plan for children's learning.
- Parents comment that they feel involved in their children's learning and that there is a good exchange of information. Staff gather important information from parents as children start at the setting, to help them in their initial planning. Staff regularly speak with parents about children's next steps and support them with ideas of how to help with children's learning at home. They share behaviour management strategies well, to maintain consistency in approaches.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure that all staff are kept up to date with safeguarding training. They are alert to the possible signs and symptoms which may identify children to be at risk of harm. They understand their responsibilities to report their concerns to appropriate safeguarding agencies. Staff use risk assessments successfully to ensure the premises are safe and secure. They know who may collect the children and ensure they follow robust procedures to keep children safe. Staff keep an accurate record of children's attendance and follow up on any absences to support children's well-being. There are robust systems in place to ensure that staff are suitable, and remain so, for their role.

What does the setting need to do to improve?

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

- review the organisation of group activities for older children, so that there is a greater balance between adult-led and child-initiated play
- develop further good hygiene arrangements to maintain children's health and well-being.

Setting details

Unique reference number	EY555057
Local authority	Bristol City of
Inspection number	10129649
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	20
Registered person unique reference number	RP555056
Date of previous inspection	Not applicable

Information about this early years setting

Anne's House Childcare registered in 2017. It operates in Bedminster, Bristol. The childcare operates Monday to Thursday 7.15am to 6pm throughout the year. It provides funding for the provision of free early education for children aged two, three and four years. The provider holds an early years qualification at level 3. She employs eight staff, of whom four hold relevant early years qualifications at level 3 and two hold relevant level 2 qualifications.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- A learning walk was conducted with the provider to discuss the environment, the curriculum and self-evaluation.
- The inspector observed staff's interactions with children as they played inside and discussed children's learning.
- A joint observation was carried out with the deputy manager.
- The views of parents spoken to on the day, and their written testimonials, were taken into account.
- A sample of documentation was observed, including suitability records for 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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