

Report for childcare on domestic premises

Inspection date: 25 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Staff provide a warm and welcoming homely environment for children. Children settle quickly, seeking out their friends and sharing activities. Children show that they feel safe and secure as they enjoy frequent cuddles with the nurturing and caring staff. They are motivated to learn and enthusiastically engage in rich and varied play experiences. Children have a positive attitude towards learning and are eager to try new activities. Younger children and babies use their hands to explore the sensation of lentils in a tray. Children enjoy choosing and singing their favourite song or nursery rhyme and join in with actions and words.

Staff talk and listen to children throughout the day. They use construction activities to develop children's own ideas as they decide what to build. Children are familiar with the daily routines and staff are responsive to their individual needs. Children receive lots of praise and encouragement, which helps build their self-esteem.

Forest school sessions support older children to develop an understanding of the natural world and assess their own risks. Children are well behaved, kind and considerate. Staff get to know children and their families well and parents comment positively about the care and education provided.

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

- The manager and staff have high expectations of what children can achieve. All children make good progress in their learning, including children with English as an additional language. Teaching is good and staff plan the curriculum carefully to provide children with activities and experiences based on what they can do. This builds well on their interests.
- Children's communication skills are promoted well. Staff model language to them as they play, asking questions, introducing new vocabulary and using descriptive language. Children develop good social skills and are confident communicators.
- Children have good opportunities to develop their growing physical skills. The rooms are organised so that babies have plenty of space to pull themselves up on furniture and practise their walking skills. Most children go outside for fresh air and exercise routinely throughout the day and engage in physical activities. However, at times, staff do not provide the same level of opportunity for babies and younger children to practise their physical skills outside.
- Children enjoy the freedom to make independent choices about how they spend their time. For example, they investigate mark making, explore natural resources and have fun with magnets as they watch them pull together. Older children enjoy creating their own garden using twigs and leaves.
- Staff are intuitive to babies' needs and make sure they are well cared for and happy. This helps babies to develop strong attachments. Babies have a safe,

bright and clean environment. They are eager to explore as they crawl, cruise and walk around the construction room, rainforest room and messy play room independently. Babies are excited and engaged as staff read stories and sing to them.

- Children enjoy a variety of healthy and nutritious snacks and home-cooked meals. Staff use mealtimes as an opportunity to talk about healthy eating and encourage children to try new foods. However, at times, staff do not ensure that children wash their hands before handling food. This does not help to prevent the spread of germs.
- Children happily take turns with others during play and are well mannered. Staff support children to develop their understanding of positive behaviour with clear explanations. Children have a good understanding of right and wrong and older children manage behaviour very well for themselves.
- Staff help children to develop a secure understanding of number, shape and measurements. Mathematics is embedded and woven throughout children's play. Children count aloud and recognise numbers. Older children are introduced to mathematical language such as 'longer' and 'shorter'.
- Partnership with parents is strong. Staff regularly share information about children's progress and how parents may support ongoing learning at home. Parents receive daily diary information and have frequent opportunities to view observations and photographs of their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Staff have a robust understanding of their role in safeguarding children. Staff complete risk assessments to ensure the environment is safe for children. They can identify the signs and symptoms of abuse and know the procedures to follow should they have a concern about a child's welfare. Staff understand their responsibilities regarding wider safeguarding issues, such as children being vulnerable to extreme views and behaviours. There is a robust recruitment process in place to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- increase the opportunities for babies and toddlers to explore and play in the outside area
- follow handwashing routines consistently to fully support children's healthy lifestyles.

Setting details

Unique reference number	EY478668
Local authority	Richmond Upon Thames
Inspection number	10138166
Type of provision	Childcare on domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 5
Total number of places	30
Number of children on roll	35
Registered person unique reference number	RP511251
Date of previous inspection	13 July 2016

Information about this early years setting

Barnes Day Care registered in 2014. It one of two privately owned provisions and is situated in Barnes, in the London Borough of Richmond upon Thames. The nursery is open Monday to Friday from 8am to 6pm throughout year. It closes for all bank holidays and for two weeks at Christmas. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Frances Oliver

Inspection activities

- The manager and the inspector completed a learning walk of the provision and discussed how the curriculum is organised.
- The inspector carried out joint observations with the manager and evaluated the learning intent.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working at the provision and people living on the premises.
- The inspector spoke to staff, children and parents 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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