

Report for childcare on domestic premises

Inspection date: 16 June 2021

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 confident learners and regularly talk with staff about what they have learned and what they wish to play with. The quality of the curriculum is good. The provider ensures that staff are aware of her intent for the curriculum and they implement this well. Staff support children who speak English as an additional language. They gather key words in children's home languages so they are aware of what the children are asking for. This also means that staff can ask children if they require support during the day. This helps to support children's emerging language development. Parents say staff are good at asking for more words in their home languages so they can support children as they play and learn. Children behave well and work together. They support each other during activities and the most able children enjoy showing less-able children how to carry out activities. Staff are close by to remind children to use their words when they get frustrated. This extends their language development as well as manage their behaviour. Children have close bonds with staff. They arrive and settle quickly to start their learning.

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

- The provider encourages staff to improve their practice. They all evaluate the quality of activities on offer and suggest ways they can improve them. Recent training for staff has included updating their knowledge of safeguarding and understanding of health requirements with regards to the COVID-19 (coronavirus) pandemic.
- Children make good progress with their learning given their starting points. Staff are aware of the impact of recent national lockdowns and work with parents to help progress children's learning and development.
- Staff are skilled in adapting impromptu activities to teach children. During outdoor water play, the staff show children that if they take off their shoes they can make footprints with the water. Children eagerly copy and compare foot sizes. They also start to jump in the puddles. Staff ask children to show how high they can make the water splash into the air. Children giggle and squeal as they jump, shouting how high the water is going.
- Younger children are supported to develop their independence skills. Staff teach them how to hold their cutlery so they can learn to feed themselves. Children are also skilled in finding their own drinking bottles during the day to stay hydrated.
- Parents say they are very happy with the quality of care that is offered. They feel their children are safe at the setting. They say that staff listen to their suggestions and they work together to meet the needs of the children.
- Staff work in good partnership with other agencies. They meet regularly to share their knowledge of children's progress to help set targets for children. They work

together, helping children to progress with their learning and development.

- Mathematics is not always taught as effectively as it could be. Some staff do not make the best use of all resources to teach children about numbers and measure.
- Some children struggle to focus on the conversations with staff because nursery rhymes are played during social activities.

Safeguarding

The arrangements for safeguarding are effective.

Staff are fully aware of their role in keeping children safe. They ensure all children with allergies have care plans in place. The provider ensures staff are all fully trained to administer specialist medication and this is kept in date. This helps to keep children safe. Staff are aware of the signs and symptoms of child abuse and the reporting procedures if they have any concerns regarding children's well-being. They are aware of reporting any concerns and feel supported by the provider with their work.

What does the setting need to do to improve?

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

- provide even greater focus on helping all staff to implement the curriculum aims for developing children's mathematical development
- ensure that all staff understand the importance of when the best time is to use nursery rhymes with the children during activities, so that they have opportunities to clearly hear questions being asked to support their language development.

Setting details

Unique reference number	2560316
Local authority	Bexley
Inspection number	10197198
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	16
Number of children on roll	19
Registered person unique reference number	2560315
Date of previous inspection	Not applicable

Information about this early years setting

Shooting Star Childcare (Welling) registered in 2020. The service operates from a house in Welling, in the London borough of Bexley. The provider works with several assistants and operates Monday to Friday, all year round.

Information about this inspection

Inspector

Rebecca Hurst

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The inspector carried out a joint observation with the deputy manager.
- Children spoke to the inspector about the activities they were participating in.
- The inspector reviewed documentation, including safeguarding procedures and staff suitability.
- The inspector spoke with parents to gather their views.
- The nominated individual and the inspector carried out a learning walk 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.

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