

Report for childcare on domestic premises

Inspection date: 21 March 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is at risk, due to weaknesses in the safeguarding arrangements. The provider and staff have insufficient understanding of how to manage concerns about children's welfare. This means that children's well-being is compromised. Despite this, the quality of teaching and learning are good. Children enter the setting confidently, waving goodbye to their parents. They have evidently good relationships with the staff, who are on hand to support them. Children independently explore the well-presented environment and enjoy the activities and resources on offer. They take pleasure in exploring and hiding in little dens, thoughtfully created in a low-level bush and under the slide. Older children become engaged in their play and concentrate for significant periods of time.

Children play collaboratively. For example, a small group of children work as a team to construct an assault course. They discuss where to place the pieces of wood to build a bridge. Children are kind and considerate to one another. Older children include the youngest in their play. They support them and offer to help. For example, they help each other to get water from the tap. Staff have high expectations for children's behaviour. Children are polite and have good manners. They sit together at the table for snacks and meals and engage in conversation. Children are respectful towards one another and staff. They know to stop and listen to instructions when staff say, 'hide and seek show me your hands'.

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

- There are significant weaknesses in staff's safeguarding practice. The provider does not take immediate action to keep adequate records and report safeguarding concerns to the relevant agencies, as required. Consequently, the provider fails to prioritise children's safety.
- The provider does not have effective systems in place to review and monitor safeguarding concerns. They do not ensure that staff understand the setting's policy and procedures for safeguarding children and how to implement these effectively.
- Staff work well as a team to plan a broad curriculum that supports children's development. Staff built trusting relationships with children. They focus on the areas of learning that make the most difference to children's progress.
- Children's physical development is enhanced through many opportunities to practise their developing skills. They learn to use scissors and other tools, which helps to strengthen their fine motor skills. Children are adept at climbing on the apparatus and using the slide.
- Staff read stories animatedly, which helps to capture children's interest. Children join in with familiar parts of the story and enjoy participating with props. Staff role model the clear pronunciation of words and extend children's vocabulary

through stories and discussion. For example, children busily explore a range of herbs in the water tray. Staff name the herbs as the children smell them.

- Children use mathematics in everyday play, for example they regularly count objects. Staff refer to size and use positional language to help children to further develop their use of mathematical language.
- Staff encourage children's independence through the routines of the day. Children collect their bowls and cup for snack and are responsible for clearing them away when they finish. They are encouraged to dress themselves and help to tidy toys.
- Staff do not always consider the concentration and engagement levels of the youngest children, during planned group activities. This means that younger children quickly lose interest in their learning.
- Staff have good relationships with parents, who are very complimentary about the setting. They regularly read and comment on their child's learning journey, which informs them of their child's learning and development.
- The provider has created good links with and the local school. The reception teacher visits the children at the setting, which helps when children transition to school and see a familiar face.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not have sufficient oversight of staff's safeguarding knowledge and practice. Staff recognise the signs and symptoms of abuse. However, when a concern is raised about a child in their care, they do not act appropriately. This means that children's welfare is not protected. Staff also have a poor understanding of what they are expected to record when there is a safeguarding concern. The provider does not address these weaknesses to ensure there is a strong culture of safeguarding to help protect children from harm.

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
make sure leaders and staff understand their responsibility to keep children safe from the risk of harm and ensure they follow their safeguarding policy for recording concerns and reporting these to the relevant agencies, without delay	11/04/2022

ensure that the designated safeguarding lead practitioner monitors staff's safeguarding practice, and provides support, advice, and guidance when specific safeguarding issues are raised.	11/04/2022
--	------------

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

- develop ways to extend learning opportunities for younger children during group activities, to enable them to sustain their concentration and make more progress.

Setting details

Unique reference number	2499540
Local authority	Essex
Inspection number	10191327
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	20
Number of children on roll	21
Registered person unique reference number	2499539
Date of previous inspection	Not applicable

Information about this early years setting

Hide And Seek registered in 2018. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above, including the manager who holds a qualification at level 5. The setting is open from 7.45am to 6pm Monday to Friday during term time. The setting receives funding for early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emily Holt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The provider and the inspector carried out a joint observation together.
- The inspector spoke with staff at appropriate times throughout the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children during the inspection.
- The manager showed the inspector documentation to demonstrate the suitability of 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.

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 2022