

Report for childcare on domestic premises

Inspection date:

9 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children do not yet receive the quality of education they deserve. Staff do not challenge children in their play and learning. Children confidently lead their own play, as they select what they would like to do and when. Staff are guided by this but do not consistently build on children's interests. Furthermore, daily routines and times of transition are not managed well. Children are not given warning when it is time to tidy up and once these toys have been moved away, children must wait without anything to do. For example, they line up, waiting for their turn to wash their hands before snack. When children do return to the main room they must wait, until all others have returned, before they are handed their bowl of snack.

Children behave appropriately according to their age and stage of development. Staff are patient with children and support them to share and take turns. There are suitable opportunities for children who prefer to learn outdoors. Children access the patio area, where they use ride on toys and scooters and show growing awareness of the obstacles around them. They are quick to adjust their movements to avoid a collision.

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

- With support from the local authority, the provider has made some improvements to the environment since the last inspection. The provider has considered which areas of the premises children should have access to and ensures that children are not exposed to unsafe items.
- Staff have regular meetings with the provider to discuss the environment and children's ongoing progress. However, these current arrangements do not focus on monitoring staff performance, to raise the quality of practice and outcomes for children.
- Staff do not support all children to be successful learners. They know the children well and are able to discuss children's next steps and the progress they have made. However, staff do not consistently build on children's interests or challenge them in their play. Staff talk to children and join in with their imaginative play, such as responding when they are offered a pretend 'ice cream'. They model some vocabulary, such as 'high, low and empty', during activities. However, staff do not encourage quieter or less confident children to join in and share their experiences. Children do listen to each other. However, more dominant children often lead the interactions with staff.
- Staff communicate with each other to share what they are going to do next, such as preparing snack or changing nappies. However, children's play and learning is sometimes interrupted. For example, staff start to tidy activities away without giving children any notice that this is going to happen. This means that

children are not able to finish their chosen activity to their own satisfaction. Nevertheless, they are familiar with the daily routines and help staff to move toys and resources away, when asked.

- Overall, staff encourage children to be independent and do things for themselves, ready for the next stage in their learning, such as their move on to school. Staff help to promote children's health and encourage them to follow sensible hygiene routines. Children know to wipe their own nose and get tissues when needed.
- Children have access to books and have suitable opportunities to develop their early writing skills. Some children use pens to make marks on paper on clip boards. They are proud to show adults what they have achieved.
- Staff respond to any unwanted behaviour. They talk to children in a calm manner and remind them of the setting's rules, such as to 'keep your feet on the ground'. Children are helped to understand right from wrong.
- Parents spoken to on the day of the inspection comment about the service provided, stating that their children are happy at the setting. Staff communicate with parents about what their children have been doing during the day, and their progress, through verbal feedback and electronic communication.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a clear understanding of their role to protect children. They know the possible indicators for child abuse and neglect. Staff are aware of the procedures to follow should they have any concerns, including what to do if they had concerns about a colleague. Posters are displayed to remind staff of key information and relevant local contact details. The provider ensures that staff attend relevant training to help keep their safeguarding knowledge up to date. Effective recruitment processes and procedures are in place to help ensure that those working with children are suitable to do so.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the arrangements for the supervision of staff, to support and monitor their performance, improve their practice, and maintain continuous improvement	26/09/2022

ensure staff provide all children with challenging and engaging learning experiences	26/09/2022
review the organisation of daily routines, so that children's learning experiences are met during these times.	06/06/2022

Setting details

Unique reference number	EY499265
Local authority	Suffolk
Inspection number	10216675
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	19
Registered person unique reference number	RP900960
Date of previous inspection	11 November 2021

Information about this early years setting

Lingwood Kindergarten registered in 2017. The setting employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday during school term time. Sessions are from 9am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Harris

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider shows the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- Children spoke to the inspector during the inspection.
- The provider and inspector carried out a joint observation of a group activity.
- The inspector spoke with the provider and staff at appropriate times during the inspection.
- The provider showed the inspector relevant documentation, including evidence of the suitability of staff working in the setting.
- The inspector spoke with a parent during the inspection and took account of their views.

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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