

Report for childcare on domestic premises

Inspection date: 9 May 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly into this small nursery, which has a family atmosphere. Older children are eager to begin their day. Babies build warm and trusting relationships with staff. They benefit from staff who are attentive and sensitive to their needs. This helps all children feel safe and secure.

Children are motivated and focused learners, who enjoy playing in a stimulating environment. They demonstrate good knowledge about the things that interest them. For example, a small group of children choose a song book outside and confidently sing the nursery rhymes. This helps to support children's language development. Children listen carefully and show good attention when staff provide new information. For example, staff talk to the children about how the plants have grown from the earlier seeds they planted. Children are fascinated at how long the roots have grown and learn how the plants need repotting, so they can continue to grow. Children learn a great deal about the wider world. Staff support children with special educational needs and/or disabilities well. For example, they monitor development closely and provide specific activities to support children's development. Children make good progress in their development.

Staff manage children's behaviour effectively. They value each child as an individual and have high expectations of children. Staff have high expectations of children and are good role models. Children listen to the staff and understand appropriate behaviours. Children behave well.

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

- The manager has an ambitious vision of what they want children to learn and achieve. She has a clear intention of the curriculum with a particular focus on children's personal, social and emotional development. Overall, children benefit from a wide range of purposeful and interesting activities. However, staff do not follow children's spontaneous interests to fully engage children. This means that some children's imaginative play is limited. The manager is aware of this and is working with staff to improve their confidence in planning and delivering activities.
- Staff support children's behaviour well. Children are encouraged to think about their emotions and how they are feeling. Staff use various activities to teach children about emotions and feelings. For example, they read stories about different emotions with the children. This supports their understanding of their emotions and those of others.
- Staff communicate clearly with children and model language well. Babies snuggle in and listen intently to the staff as they read the stories. Older children quickly choose their favourite stories to read. Furthermore, staff introduce new

words during play. This helps young children to understand their meaning, such as 'smooth' when describing how the play dough feels as they use their rolling pins.

- Children learn to enjoy a healthy and active lifestyle. They enjoy healthy meals and snacks at the nursery. Babies feed themselves using spoons with some assistance. Older children wash their hands independently before lunch and enjoy this sociable time together. Staff explain to children about the nutritional benefits of eating healthily. Children learn about brushing teeth effectively. This promotes good oral hygiene for children.
- Children's personal development is promoted well. Staff encourage children to put their coats and shoes on for outdoor play. Children smile broadly and show obvious pride when they achieve tasks. Staff consistently praise children. This helps to build children's confidence. Babies and children demonstrate they feel safe and secure in the nursery. They regularly cuddle up to staff and seek them out for support.
- The manager and staff all evaluate the nursery to promote continuous improvement. The manager ensures staff receive regular supervision and take part in peer observations. She observes staff practice, however, she does not swiftly address all minor inconsistencies in practice. This means some inconsistencies in the quality of teaching remain.
- Parents speak very highly of the staff and the relationships they build with families. Staff support them to understand their child's progress. They regularly share ideas as to how parents can support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their safeguarding responsibilities. They know the possible signs of abuse and what to do should they have concerns about a child. Staff are secure in their knowledge of the whistle-blowing policy. They understand the procedures to follow if they are concerned about the practice of another member of staff. Staff provide a safe environment for children. They teach children how to keep themselves safe. Staff ensure that the premises are well maintained and secure.

What does the setting need to do to improve?

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

- strengthen monitoring to identify and address minor inconsistencies in teaching
- make better use of spontaneous opportunities to support and extend children's imaginations.

Setting details

Unique reference number	EY485519
Local authority	Surrey
Inspection number	10228991
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	0 to 3
Total number of places	17
Number of children on roll	16
Registered person unique reference number	RP511269
Date of previous inspection	2 February 2017

Information about this early years setting

Pj's Childcare registered in 2015 and is situated in Farnham, Surrey. The nursery is open from Monday to Thursday 7.45am to 5.45pm for most of the year. The nursery employs three members of staff. Of these, one holds qualifications at level 6, and two members of staff hold a childcare qualification at level 3. The nursery provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspector
Kelly Lane

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 manager and the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and aid development.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the management, staff, children and parents.
- The inspector looked at relevant documentation and checked the evidence of the suitability of the staff working in the nursery.

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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