

# Report for childcare on domestic premises

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Inspection date: 13 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

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

### The provision is good

Children confidently explore the broad range of resources and activities. They enthusiastically join in activities prepared by staff and are eager to discuss what they have learned. For example, a child playing a board game based around choosing tasty pizza toppings eagerly explains that 'frogs are yucky, but tomatoes are good'. At other times, children choose their own games, with friends or on their own. They concentrate for long periods on activities such as water play and construction. Through their exploration, children learn by building on their existing skills and recalling what they already know and understand.

Children's happiness is evident through their constant smiles, laughter and spontaneous singing. They form strong friendships and develop good social skills. Older children play very cooperatively together, and staff support younger children to share and take turns. Children's behaviour is impeccable. They are friendly and very polite. They follow the good example set by staff to use phrases such as 'excuse me' when they want something. Children are also confident to share their views and ask for what they want. These skills, along with the good progress they make, prepare children well for their future lives in education.

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

- The manager and staff work very well together, creating a positive, harmonious atmosphere. They share a clear ambition for all children to become confident, independent learners. The manager provides all staff and students with ongoing support and guidance. This ensures that they understand their roles and helps them to develop their skills.
- Overall, teaching is strong. There are a few occasions when staff do not make the most of opportunities that arise to extend on something that a child has said or shown interest in. However, the vast majority of activities are well planned and staff interaction with children is consistently good. All staff have a good knowledge of each child's individual interests and abilities. They consider these well, providing activities that offer a good level of challenge for all those who choose to take part.
- Communication and language are promoted extremely well. Throughout the setting children engage in animated conversations and staff skilfully introduce new vocabulary. Staff read stories each day and provide a lot of opportunities for children to develop the skills they need for writing. They encourage younger children to develop their hand strength and make marks as they play. Older children learn how to hold pencils, and those who are ready and interested learn how to write recognisable letters.
- Mathematics is threaded through all activities, including a game of hide and seek. Young children mimic staff by counting 'one, two, three', before setting off

the find their friends. Older children count confidently and begin to understand how to use mathematics in practice, for example when playing 'shops'.

- Children take part in activities that focus on making healthy food choices. Staff provide nutritious snacks that reflect children's dietary requirements, and children can choose to drink milk or water. Children enjoy a very social experience as they sit together to eat packed lunches they have brought from home. However, the manager does not offer sufficient advice or guidance to parents to ensure that all children benefit from a healthy diet. In all other regards, children's health is promoted well. For example, they learn to wash their hands regularly and staff are ready with a tissue to blow noses when needed.
- Parents provide extremely positive feedback about the service they receive. They have high praise for the manager and staff team and feel that their children are progressing well. The manager has recently set up secure online message groups for each family. This has improved the two-way flow of information.

## **Safeguarding**

The arrangements for safeguarding are effective.

There are robust arrangements to recruit staff and check their suitability. The manager and staff complete safeguarding training and have a confident knowledge of the signs that may indicate concerns about a child. This includes the potential risks associated with exposure to extremist views and drug trafficking. The safeguarding policy, which is easily accessible to staff, contains the up-to-date procedures for referring concerns about children or responding to allegations against staff.

## **What does the setting need to do to improve?**

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

- support staff to be even more alert to opportunities that arise to build on children's comments and actions to extend their learning as fully as possible
- include parents more fully in the arrangements to ensure that children benefit from eating a healthy diet.

## Setting details

<b>Unique reference number</b>	EY501127
<b>Local authority</b>	Medway
<b>Inspection number</b>	10229001
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 11
<b>Total number of places</b>	15
<b>Number of children on roll</b>	36
<b>Registered person unique reference number</b>	RP510908
<b>Date of previous inspection</b>	18 January 2017

## Information about this early years setting

Julie's Childcare registered in 2016 as childcare on domestic premises. The provider works with four members of staff and a student from her home in Halling, Kent. The setting is open Monday to Friday, from 7.30am to 6pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The provider holds a relevant early years qualification at level 5, two members of staff hold qualifications at level 3 and one member of staff has a qualification at level 2. The provider is also registered as a childminder.

## Information about this inspection

**Inspector**  
Liz Caluori

## 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 showed the inspector all the areas used by children and explained the aims behind the educational programme.
- The inspector observed the interaction of staff and children throughout a range of activities, indoors and outdoors.
- The manager and the inspector took part in a joint observation.
- The inspector spoke to staff and children at appropriate times.
- The views of parents spoken to, and those expressed in writing, were considered.
- A range of relevant documents were scrutinised.

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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