

Report for childcare on domestic premises

Inspection date: 14 June 2022

| | |
|------------------------------|-------------|
| 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 happy and confident to attend the pre-school. They are immersed in their play, while independently exploring the different activities and resources on offer, such as the big construction area and the mud kitchen. Children enjoy working together. For example, children discuss building an obstacle course together. They show good perseverance skills as they connect pipes and foam mats together. Children learn through trial and error and discuss when they need to make changes.

Children form good relationships with the staff, who are nurturing and caring. Staff support those children who are a little unsure and offer cuddles for reassurance. This helps to promote children's emotional security.

Children have positive attitudes to their learning. They readily join planned activities or happily lead their own play. Children are well supported by the staff, who follow their lead and join in with their games. For instance, staff hold a bridge made of pipes to allow children to go under.

Children enjoy the forest school activities the pre-school offers. They learn about the natural world around them in a way that excites and engages them. For instance, while looking at the cows in the adjacent field, children discuss what the cows eat and feed them grass, under the watchful eye of the staff.

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

- Children benefit from a well-designed outdoor and forest school activities. They use their imagination to build a fairy garden, bugs hotel, obstacle course and 'fire pit' from logs, sticks and other natural resources they find. Children are supported well in managing their own risks. They know which plants they should stay away from. For instance, children know and recognise that they need to avoid the nettles, as they can hurt them.
- The well-thought-out curriculum is designed with children at the centre. Staff use children's interests as a starting point when planning experiences to help them to develop. Children enjoy a range of activities that encourage their curiosity and desire to explore. For example, children experiment making different sounds on a steel drum using various sticks and materials in the forest school area.
- Children behave well. They listen attentively to staff and their peers and follow simple instructions. Children share and take turns. They are mindful of their friends when they play, such as when using the tree swing and when climbing up the rope ladder.
- Children with special educational needs and/or disabilities receive good support.

The special educational needs coordinator works well with the key person, parents and other professionals. Children receive the extra support they need. This means that they develop well and make good progress in their learning from their starting point.

- Partnership with parents is very good. Parents describe the staff as 'amazing'. They comment that the manager and staff regularly update them about their child's learning and development, through face-to-face feedback, emails, open days and using a digital system. The manager and staff work closely with the parents to find out about their children's interests, personalities and preferences. They work collaboratively with them to support their children's development and learning, both at the setting and at home.
- Staff comment that they feel extremely well supported. The manager places emphasis on recognising staff's well-being. She does this through regular informal one-to-one meetings. The manager is aware of her own and staff's strengths. However, monitoring practice is not always consistent and effective in identifying where staff need further support and guidance, to fully extend children's learning experiences.
- Children develop their language and communication skills well. They are very keen to share their thoughts and ideas during group activities. Staff, generally, engage children in dialogues and introduce new words into conversations. For example, during an activity staff introduce the word 'stable' when discussing with the children ways to ensure that the tower will not fall down. However, at times, staff do not consistently use conversations to extend children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the possible signs and symptoms of abuse. They have a good knowledge of a range of safeguarding issues, such as female genital mutilation and the risk to children from extreme views. The manager knows her responsibilities in reporting concerns about the welfare of children. She is aware of the steps she would need to take if any allegations were made against herself or her staff. The manager and staff ensure that the premises are secure at all times and any potential hazards are identified and minimised.

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 recognise opportunities to further extend children's learning
- implement more effective supervisions to evaluate and target staff training needs.

Setting details

| | |
|----------------------------------------------------|-----------------------------------------------------|
| Unique reference number | 2555527 |
| Local authority | Kent |
| Inspection number | 10233459 |
| Type of provision | Childcare on domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 5 |
| Total number of places | 38 |
| Number of children on roll | 71 |
| Registered person unique reference number | 2555526 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Emily Davies Wooden Tots re-registered in 2019 to care for children on domestic premises. She lives in Lenham near Maidstone in Kent. She provides care for children Monday to Friday, from 8.30am to 4pm, during term time. She employs nine members of staff, of these one is a qualified teacher and five have a level 3 qualification. The childminder has an appropriate qualification at level 6.

Information about this inspection

Inspector

Oshra Murphy

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- 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 manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents and took into account the feedback offered.

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