

Report for childcare on domestic premises

Inspection date: 19 August 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

The manager provides a welcoming and homely atmosphere. On arrival, young children snuggle in for cuddles and settle quickly, showing that they feel safe and secure. Parents are confident to leave their children here and state that the childminder brings them 'peace of mind'. Children enjoy the time they spend at this warm and welcoming setting. When playing independently, children spend time concentrating on their chosen activity. For example, they enjoy building structures from bricks and playing with a variety of vehicles. Children's physical health and self-care skills are supported well. For example, staff help children to effectively wash their hands by role modelling. Children show that they learn and understand this through their own play experiences. For instance, after art and craft activities children are keen to wash their hands to 'get the sticky glitter off'. They are praised for their efforts and achievements.

Children behave well. They benefit from a consistent routine. This helps them understand and know what is happening now and what will happen next. Children follow the nursery's house rules. For instance, they know they take their shoes off when they come in from the garden. They are polite and respectful. Children tidy up the toys after playing, say 'please' and 'thank you' and ask their friends how they are feeling today.

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

- The manager takes time to learn children's routines. She appreciates the importance of focusing on children's interests to support them to settle and engage in play. The manager and staff have high expectations for children's learning and have a good understanding of their next steps. The manager's curriculum has a strong focus on supporting children to feel part of her family. This has a positive impact on children's personal, social and emotional development.
- The manager has a clear intent for the curriculum she provides, and for what she would like the children to learn. This is informed by the children's current developmental stages and individual interests built into a monthly topic. The manager and staff effectively implement the intent and ensure that the activities are organised to support all children's development. They use observations and assessment effectively to identify and plan for children's next steps in their development.
- Staff support children's healthy lifestyles. Children enjoy home-cooked meals and healthy snacks. Children enjoy being outside learning about the natural world. During weekly trips to the local park, children enjoy sensory walks and developing their imagination as they build dens for fairies and make new discoveries in the woods.

- Children make good progress in their communication and language development. Staff talk to children as they play. They use the correct punctuation and introduce new words to the conversation. Generally, the manager and staff ask questions to promote children's thinking skills. However, at times, staff do not consistently ask questions to build on children's current knowledge in order to extend their learning further. For example, when trying to melt ice, children share their ideas on how to melt it, but these were not consistently extended.
- Children laugh and show their excitement as they catch bubbles in the garden. The manager supports children's problem-solving skills as they eagerly move the bubble machine in a different direction to the wind so they can catch them more easily.
- The manager uses her self-evaluation effectively to identify areas for improvement to ensure positive outcomes for children. For example, the staff team attend training to help their professional development and to help further increase their knowledge. For example, staff recently attended a course to support children's mathematical and counting skills. However, the knowledge gathered is not monitored by the manager effectively to ensure it is consistently used by staff. Therefore, she is unable to see the impact on the children's learning.
- The manager and staff team develop positive partnerships with parents. For example, they work with parents to support children during times of transition, such as when learning to use the toilet. Parents speak highly of the manager and her team. They appreciate their warm and friendly approach and report that children love their time with them.

Safeguarding

The arrangements for safeguarding are effective.

The manager keeps her knowledge of child protection up to date and supports her staff to complete regular training. They have a good understanding of the signs that might indicate a child is at risk of harm and who to report concerns to. They are fully aware of the risks associated with extreme views and practices and the effect these could have on children.

The manager understands the process to follow should an allegation be made against her or any of her staff. Staff are aware of the importance of constantly supervising and being vigilant to ensure they always maintain the children's safety and welfare. The manager understands the importance of safer recruitment of staff and their suitability to work with children.

What does the setting need to do to improve?

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

- strengthen questioning techniques to build on children's knowledge and extend their learning further
- improve the evaluation and monitoring of training attended to ensure it is impacting the children's learning within the setting.

Setting details

Unique reference number	EY479582
Local authority	Lambeth
Inspection number	10236401
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	21
Number of children on roll	30
Registered person unique reference number	RP511254
Date of previous inspection	8 September 2016

Information about this early years setting

Childbestdays Ltd is a privately run nursery that registered in 2014. It is located in Norwood, in the London Borough of Lambeth. The nursery is open each weekday, from 7am to 7pm, all year round, except for two weeks a year and public bank holidays. The nursery employs seven staff including the manager and cook. The manager holds a level four qualification while staff hold relevant childcare qualifications. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Tracey 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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed the manager and her assistants interacting with the children, inside and outside.
- The inspector and the manager observed the children engaged in an activity and the manager fed back to the inspector about the learning taking place.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures and the suitability of her assistants.
- The inspector spoke to parents and sampled written feedback to gain their views on the service they receive from the childminder.

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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