

Report for childcare on domestic premises

Inspection date: 27 October 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 have fun and enjoy their time at this welcoming nursery. They develop friendships with their peers and enjoy each other's company. Children's behaviour is good. They are respectful, share and take turns. Children develop an awareness of their feelings and emotions through story time sessions and meaningful conversations with staff. Children develop strong attachments to their key person, which helps them to feel safe and secure. They receive cuddles and gentle words of reassurance and comfort when needed from the attentive staff. All children, including those with special educational needs and/or disabilities, make good progress from their starting points. They enjoy an effective balance of adult-led activities and child-initiated play, which build on children's interests and what they need to learn next. Children learn about cultures that are different to their own by taking part in a wide range of cultural celebrations across the year.

Children develop good independence. Babies and toddlers learn to feed themselves with a spoon at mealtimes. Older children enjoy the responsibility of carrying out small tasks, such as helping to tidy away the toys and resources and put on their outdoor clothing and 'wellies'. Children have daily opportunities to play and exercise in the fresh air. They enjoy using their physical skills as they run around the large garden, being careful not to bump into their friends. Children show delight when staff join in their play and have fun throwing and catching small hoops. Younger children enjoy the sensory experience of playing in the sandpit and practise their small-motor skills as they fill and empty containers with water.

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

- Managers and staff are dedicated and passionate about providing children with the best possible start in their education. Managers value their staff and provide them with professional development opportunities and coaching to raise their practice to a higher level. Staff receive regular supervisions that include feedback regarding their strengths and areas for further development, and to check on their well-being.
- Managers and staff are aware of the impact that the COVID-19 pandemic has had on children's learning and development. They work closely with parents to help provide continuity at home and put effective strategies in place to ensure that no child is left behind in their learning. Managers liaise with other professionals to ensure that children receive the required levels of support that they need.
- Staff support children well as they make transitions into the nursery, between rooms and on to school. Before new children start at the nursery, staff gather key information from parents, which helps staff to follow familiar care routines and plan effectively.

- Parent partnerships are strong. Staff keep parents informed of the care their children receive and where they are in their learning. They communicate daily with parents both verbally and through an online learning journey. Written feedback from parents is complimentary. They value the communication and support they receive and comment on the good progress their children make.
- On the whole, staff interact well with children and help to develop their communication and language skills. Children enjoy listening to a popular story about a panda called Marmalade. Children talk about how the different animals in the story are feeling. They recall key events and learn about the moral of the story. Staff introduce new words, such as 'slithering snake', which helps to support children's growing vocabulary. However, on occasion, staff do not encourage quieter, less-confident children to participate in group activities and discussions.
- Staff offer a narrative as children play and weave in some additional learning, such as the sounds of letters to help prepare them for early reading. However, staff do not teach mathematics as well as they could. For example, they miss opportunities to introduce mathematical language and counting in children's play to support their learning further.
- Staff provide children with opportunities to use their imagination and express themselves. Younger children use the play kitchen and utensils to pretend to cook a meal. They hold dolls with care and feed them the pretend food they have made. Children enjoy singing nursery rhymes and enthusiastically join in with the actions and move their bodies to music.
- Staff help children to understand the importance of following a healthy lifestyle. They provide children with healthy and well-balanced meals and snacks and encourage them to try new foods. Older children learn how to take care of their teeth and follow everyday hygiene routines, such as washing their hands after using the toilet and before eating.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a broad understanding of child protection issues and priority is given to children's safety and well-being. They can identify the signs and symptoms that may indicate that a child is at risk of harm. Staff are confident in the procedures to follow if they have any concerns about a child's welfare or the conduct of a colleague. Staff complete training to ensure that their safeguarding knowledge remains up to date. They supervise children well throughout the day and carry out risk assessments to ensure that the premises are safe and secure. Recruitment and vetting procedures are rigorous and ensure that all adults are suitable 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:

- enhance the curriculum for mathematics, to support children to develop their understanding of mathematical concepts and to use numbers and counting during their play
- support staff to consistently engage the quieter and less-confident children in group activities and discussions, to further increase their learning and enjoyment.

Setting details

Unique reference number	EY389725
Local authority	Dudley
Inspection number	10235285
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 12
Total number of places	25
Number of children on roll	43
Registered person unique reference number	RP510909
Date of previous inspection	18 January 2017

Information about this early years setting

and is located in Dudley. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The setting is open seven days a week, all year round. Sessions are from 6am until 11pm. It provides funded early education for two- three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

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 development.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A meeting was held with the inspector and the management team to discuss leadership and management arrangements.
- The inspector looked at relevant documentation and checked 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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