

# Report for childcare on domestic premises

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Inspection date: 24 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children demonstrate that they feel safe and secure at this nursery. They hold out their arms to staff who greet them with a cuddle and a smile. Children start the day keen to learn and have fun with their friends. They excitedly greet their friends as they arrive and they look forward to the exciting activities staff have planned for them. Children shout, 'This is my favourite,' and eagerly run towards a drawing activity.

Children behave very well. Staff model respect and kindness and children adopt this behaviour from a very young age. Babies patiently wait for a snack and they say 'thank you' and 'please'. They beam with pride when adults praise them. This helps to raise children's self-esteem and confidence. Children persevere during activities and routines. For example, they keep on trying when they attempt to get themselves dressed ready to go outside. Children find new ways to do things and demonstrate a sense of achievement when they are successful. 'I did it,' they say to the inspector.

Children do well from their starting points. Adults know the children very well and skilfully plan for the next stage in children's learning. Staff recognise that, following the COVID-19 pandemic, some children need extra support to develop their social, communication and independence skills.

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

- Parents speak very highly about the quality of care and education provided to their children. They comment that management go 'above and beyond' to provide a unique experience for their children. Parents enthuse about the healthy, home-cooked meals and the outings that the nursery provides. They feel well informed and describe the nursery as being a 'large family'.
- Staff know the children well. They gather information from families about children's existing knowledge and use this to plan a broad and balanced curriculum. Staff are kind and attentive. They cuddle up with children and read stories to them. Staff encourage children to interact and ask questions. Children respond and contribute to the stories, such as when they smile and say, 'I have a dinosaur in my home. It's like that one.'
- Staff closely follow the procedures to support children who are new to the setting or who are transitioning between the next stage in their learning. For example, the managers recognise and accommodate the fact that some children need longer periods to settle in. They carefully plan introductions between rooms which only happen when children are ready to move on. Consequently, children's emotional health is valued and is well supported.
- Children enjoy being the 'Star Helper' for the day. They help to give out drinks

and plates to their friends and are excited to help the adults with small, age-appropriate tasks. This fosters a sense of responsibility and children learn to work together as a team. Children become excited when special police visitors arrive. They remember to share the police hats with their friends. Children independently access timers to help regulate when it is their turn.

- Children learn to be independent from a very young age. Staff encourage babies to help tidy away toys and older children to put away their own belongings. Children dress and feed themselves. Older children are competent in self-care and know that they must wash and dry their hands before eating and after going to the toilet.
- Children play outside every day and regularly visit a local park. They get plenty of fresh air and physical exercise, such as when they practise their agility skills. The nursery provides healthy snacks and home-cooked food. Children enjoy these social occasions and staff introduce words such as 'crunchy', 'sour' and 'sweet', which helps develop children's growing vocabulary. Children learn about brushing their teeth and why it is important to look after them.
- Staff support children's emerging language and communication well. They use stories, rhymes and singing to encourage children to practise their vocabulary. Staff support babies to 'babble' and practise their sounds and older children are encouraged to describe their understanding of words such as 'magnificent'. However, on some occasions, there is scope for some staff to allow children more time to process and respond to their questions.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a sound understanding of the procedures to adopt if they have a concern that a child is at risk. Staff can identify indicators of abuse and know who to report to, in line with the nursery's safeguarding policies. All staff undertake regular safeguarding training to learn about current child protection issues, such as how to respond when children have been exposed to extreme views and behaviours. Managers have robust recruitment procedures in place to ensure that all staff 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:**

- strengthen staff teaching skills to consistently give children more time to think and to respond to questions.

## Setting details

<b>Unique reference number</b>	EY489159
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10264652
<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 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	64
<b>Registered person unique reference number</b>	RP511270
<b>Date of previous inspection</b>	21 June 2017

## Information about this early years setting

Hungry Minds Childcare re-registered in 2015. The nursery operates in Hove, East Sussex. It is open between 8am and 6pm each weekday, for 45 weeks of the year. The providers employ 11 staff. Of these, nine have appropriate childcare qualifications at level 3. The setting receives funding to provide free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Tina Lambert

## Inspection activities

- This was the first routine inspection the setting 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.
- The inspector observed the quality of education and the impact this has on children's learning.
- Children spoke to the inspector about their play and the inspector held discussions with staff about the quality of their interactions and the activities they provide.
- The inspector took account of the verbal and written views of parents and carers on the day of the inspection.
- The inspector carried out a joint observation and reflected with the manager.
- The inspector looked at a sample of documents and discussed these with the manager. This included documentation in relation to staff recruitment procedures.

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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