

# Report for childcare on domestic premises

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Inspection date: 26 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	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

Children receive consistent, warm and responsive care from staff. Babies benefit from the close relationships with their key person to help them settle. This supports their confidence and well-being. Children develop strong bonds with all adults. They feel happy, safe and secure. Children's behaviour is good.

The provider has set a clear ethos to instil children with an innate curiosity. Children benefit from the well-organised aesthetic play spaces that staff create. For example, they pour water onto rings of citrus fruit and place the bowl on the table, which is decorated with real flowers. Children develop good hand-to-eye coordination. Babies 'scoop' a ball onto a large spoon, floating in a bowl of water. Staff give them ideas how to extend their learning. For example, staff demonstrate rolling a ball down a ramp. Children develop good concentration and confidence to try new things.

Staff have high expectations for children's communication and language development. Children regularly join in songs and rhymes and have stories read to them frequently. For example, they listen attentively to a story about wild animals. Children find toy animals among leaves in a suitcase and match them to pictures in the book. This provokes thoughts and ideas to stimulate their imaginations. Children confidently name the lion. They roar into an electronic recording button, and show delight when it is played back. Children learn how things work.

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

- The manager builds a curriculum around the interests and next steps for children's learning. Staff know their children well. Parents share information about their child's development at home. They speak highly of the staff and comment that the provision is 'gold dust'. However, not all parents know their child's specific next steps to effectively support their learning at home.
- Children with additional needs and those who speak English as an additional language receive good levels of support. Staff work closely with parents and other professionals. For example, they consistently use pictures and sign language to aid children's communication and understanding. Therefore, children know what is going to happen next. Staff support bilingual children's language development effectively. For instance, they collect key words from parents in their home language to help them learn colours and shapes.
- Staff teach children different mathematical concepts through a range of daily activities. They use open-ended natural and eco sustainable or recycled materials to help children learn. For example, children count and sort coloured pasta into coloured numbered cardboard tubes. They show good perseverance. Staff reinforce mathematical language of size. For instance, they promote the

words 'Big' and 'Little' when children put toy horses into a stable. Children begin to learn the skills needed for school.

- Older children engage enthusiastically in baking activities. They demonstrate high levels of confidence and eagerly take on physical challenges. For example, children tip the ingredients into a bowl, pour in water and stir the mixture vigorously with a spoon. However, on occasions, staff do not focus on the skill they want children to learn, during planned activities.
- Staff teach children about healthy food options. Children know which foods are good for them, such as 'blueberries'. They learn to be independent and manage their own personal hygiene routines. Children regularly access the outdoor environment for fresh air and exercise and visit the local park. Staff operate a 'Forest School' for part of the year to teach children about the world around them. This supports their health and well-being.
- Staff take children out into the local community to meet other people. For example, they booked a table at the local café. Children develop an awareness of the similarities and differences between families. For instance, they display photographs from home in photo frames.
- Staff feel they are well supported by the manager and benefit from highly focused performance management systems. They demonstrate high levels of commitment and show they are passionate about their work. Staff attend regular staff meetings, supervision and training. For example, they gain further strategies to help children manage their behaviour and emotions.

## Safeguarding

The arrangements for safeguarding are effective.

The provider ensures that staff know the safeguarding policies and procedures in place to protect the welfare of children. As a result, all staff have a consistently good understanding of what action to take if they have a concern about a child at risk of harm. They have a clear understanding about the use of mobile phones and protecting children from social networking sites. The provider follows stringent vetting, recruitment and induction procedures to help promote children's safety and to check staff's continued suitability. Risk assessment is effective.

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

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

- strengthen planned activities so that staff place more focus on what children need to learn
- improve partnerships with parents to share children's next steps to support learning at home.

## Setting details

<b>Unique reference number</b>	2611784
<b>Local authority</b>	Kent
<b>Inspection number</b>	10265309
<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>	0 to 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	25
<b>Registered person unique reference number</b>	2611776
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tinkers and Tribe of Dunton Green registered in December 2020 and is located in Sevenoaks, Kent. Opening times are from Monday to Friday, 8am to 6pm. The day care provision employs seven staff including a Forest School leader who all have approved early years qualifications. The provider has qualified teacher status (QTS). The provision is in receipt of the early education funded entitlement for two-, three- and four-year-olds. It follows the 'Curiosity Approach'.

## Information about this inspection

**Inspector**  
Jane Winnan

## 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 provider showed the inspector around the provision to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the provider and manager, and interacted with children at appropriate times during the inspection.
- A sample of documents was reviewed by the inspector including the safeguarding children policy and complaints policy.
- Parents' views were taken account of by the inspector.

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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