

Report for childcare on domestic premises

Inspection date: 11 July 2023

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 are happy and settled in this nurturing setting. They develop strong bonds with staff and enjoy spending time with them. This is because the staff take the time to get to know the children. Children develop a love of reading. Babies happily sit with staff to look at books and learn to turn the pages. Older children enjoy sitting with their friends and listening to stories. Children are actively involved in their play and learning. They are eager to put forward new ideas, such as how to build tall towers with play bricks. Children are confident and keen to talk to the inspector and involve her in their play. They tell her about all the fun things that they do at the allotment, such as watering the plants and collecting strawberries.

Staff have high expectations for children's behaviour. Children behave well. They know what is expected of them and understand the setting's rules. Children stop when they hear the tidy-up song and anticipate the change in routine. They share their resources with their friends and develop an awareness of taking turns. Staff nurture children's independence from a very young age, such as when teaching them to put on their shoes and coats. Children become more confident and motivated learners. Children show determination as they spend time solving problems because of staff's help. They are also confident to seek additional support when needed.

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

- Overall, children have a positive attitude to learning. They benefit from a broad and balanced curriculum. Leaders have designed a curriculum that builds on what children know and can do while considering their interests. However, staff do not always provide sufficient challenge for the most able children. Therefore, they do not always make the most of the activities available to extend children's learning.
- Staff regularly introduce new words to children, such as 'squish' and 'squash'. Younger children smile in delight as they attempt to say 'starfish'. Older children talk enthusiastically about their holiday and where they stayed, such as in a caravan or tent. This provides a solid foundation for future learning as children become skilled communicators. However, on some occasions, staff do not give children sufficient time to respond to their questions or model the correct pronunciation of words. This creates stilted conversations and hinders the children's language and communication skills.
- Children thoroughly enjoy being outdoors. They develop good coordination and balance skills as they navigate the outdoor space on wheeled resources. Staff teach children how to use a range of tools, such as rolling pins and cake cutters to make biscuits. This helps to build the muscles in children's hands that they need for writing. Babies gain confidence to crawl and pull themselves up on

furniture. Consequently, they develop the core strength needed to walk unaided.

- Children's enthusiasm for the allotment is infectious. Children learn where their food comes from as they grow, prepare and cook their own vegetables and care for animals and the environment. They talk confidently about the insects that they find and how some help the plants, such as worms. Children learn about life cycles as they care for the chicks. These activities enhance children's confidence, self-esteem and understanding of the world around them.
- Children develop an awareness of early mathematical concepts. They use language such as 'top', 'middle' and 'bottom' to describe the placement of bricks as they build towers. Staff use counting songs well, such as 'Five Little Men in a Flying Saucer', to introduce younger children to numbers. Older children confidently count to five and beyond.
- The manager works alongside staff and has a good overview of the setting. Effective management systems mean staff get the right training and support to fulfil their roles.
- Partnership with parents is good. Parents' comments are positive. They value the staff and all that they do for their children. Parents credit the staff with the progress that their children are making. They said that their children thoroughly enjoy their time at the setting.

Safeguarding

The arrangements for safeguarding are effective.

Risk management strategies are secure. The manager regularly reviews and updates them to reflect the ever-changing needs of the children and the setting. This means the setting remains secure and safe for children to play. Robust recruitment, vetting and induction help to check the suitability of staff. The manager and staff have a good understanding of their roles and responsibilities in relation to safeguarding. This means that they can act swiftly to any emerging concerns and ensure that safeguarding partners are notified. This helps to keep children safe. In addition to staff's regular training, the manager will ask on-the-spot questions to help keep safeguarding at the forefront of their practice.

What does the setting need to do to improve?

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

- strengthen staff's understanding of how to deliver the curriculum so that they can adapt this to meet the needs of all children
- help staff to understand how to further extend children's growing vocabulary and communication skills.

Setting details

Unique reference number	EY456041
Local authority	Cheshire East
Inspection number	10298702
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 3
Total number of places	20
Number of children on roll	44
Registered person unique reference number	RP511221
Date of previous inspection	14 November 2017

Information about this early years setting

ABC Childcare Services Cheshire LTD registered in 2005 and re-registered in 2013. The setting employs eight members of childcare staff. Of these, one holds early years professional status, three hold qualifications at level 3 and two hold level 2. The setting opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Scully

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 this into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke to and communicated with the inspector about what they enjoy doing at the setting.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager provided the inspector with a sample of key documentation on request.
- Parents shared their views about the setting, and the inspector took these into consideration.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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