

Report for childcare on domestic premises

Inspection date: 18 July 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The manager and staff do not consistently implement an age-appropriate curriculum that is sequenced to help children to make consistent progress across all areas of their learning. Consequently, not all children remain engaged in planned activities. At times, staff are very prescriptive. For example, during a range of mathematical activities, children are unable to freely access all resources and some children lose interest and others do not engage at all. In the toddler room, at times, staff focus on teaching children colours and shapes and hold their hands to guide them to draw circles. This does not allow younger children to freely explore and make marks independently.

Children arrive at nursery happy. Staff greet them at the door and bring them into their rooms. Children settle quickly and show that they feel secure. Staff sit and read to them and sing some songs. Children listen to stories and excitedly join in with actions and songs. However, some staff do not consider when to engage children in meaningful conversations to promote their vocabulary further.

Pre-school children develop an awareness of their bodies and how their body parts are used. Staff help them to learn the names so that they have the confidence to talk about their body parts. Children behave well and are beginning to make some friendships. However, some children who are quieter often play alone, and staff do not always respond effectively to help them to join in with others. All children have access to the outdoor play space. They develop their physical skills as they move around the space, ride in plastic cars and propel themselves on scooters. Staff interact with children as they enjoy playing in the sand pit and use a range of tools to dig and scoop sand into containers.

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

- Staff do not show a good enough understanding of how to sequence learning to meet the needs of all children attending. At times, activities are heavily focused on literacy and mathematics and staff do not help children to be curious and develop their own ideas. Children often lose interest and wander off and staff are not confident to adapt the planned activities provided to respond to children's emerging needs.
- Children build positive relationships with key staff, who spend time getting to know them. They learn to show respect to one another and understand age-appropriate expectations and boundaries. However, staff do not always use what they know about children to help them gain confidence to join in and develop a real thirst for learning.
- The provider and manager are passionate about offering children a home-from-home environment. They support staff's well-being and provide opportunities for

them to complete all mandatory training. However, supervisions are not consistently focused on identifying weaknesses in staff practice to raise the quality of their teaching and interactions.

- Children's communication and language is generally supported, and staff talk to children and ask questions. However, at times, staff question children in quick succession and do not give them time to answer. They do not respond to children's cues to engage them in back-and-forth conversations that will help to develop their vocabulary further and promote their communication to the highest level.
- Children's good health is promoted. They have a range of healthy meals and snacks. Staff talk to children about food that is healthy. Children have daily opportunities to be physically active as they play outdoors and are encouraged to move their bodies in different ways as they dance. Children learn about looking after their teeth as they play with the dental hygiene set.
- Parents comment that they are kept well informed about their child's day through the use of an online application. Staff share communication with parents and discuss the progress children make.
- Children with special educational needs and/or disabilities are offered an inclusive provision. The special educational needs coordinator ensures targets are implemented so that these children are provided with opportunities to close gaps in their learning.
- Children's personal care needs are supported. Children develop independence in managing self-care routines. For example, they wash their hands before meals and put on appropriate outdoor clothing before going outside. Staff work in partnership with parents to support potty training.

Safeguarding

The arrangements for safeguarding are effective.

The setting has clear safeguarding policies and procedures in place, and these are shared with staff. All staff have a suitable understanding of their responsibility to protect children from harm. They know the signs to look out for and are aware of the procedures to follow should they have a concern about a child. Suitability checks are completed to ensure that staff are suitable to fulfil the requirements of their role. Appropriate risk assessments are carried out and staff manage risks to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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implement effective supervision arrangements to raise the quality of practice to a consistently good level and improve the quality of learning experiences offered	01/09/2023
implement an age-appropriate curriculum that is effectively sequenced to meet the needs of all children and build on what they already know and can do to help them make consistent progress.	01/09/2023

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

- engage children in more meaningful back-and-forth conversations and give them opportunities to respond to questions
- support staff to help all children, including those who are quieter, to gain confidence to join in and develop a thirst for learning.

Setting details

Unique reference number	EY389725
Local authority	Dudley
Inspection number	10300558
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 12
Total number of places	25
Number of children on roll	45
Registered person unique reference number	RP510909
Date of previous inspection	27 October 2022

Information about this early years setting

Care4urkidz 24/7 Childcare Services registered in 2009 to provide childcare on domestic premises. The provision is located in Dudley. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The setting is open Monday to Saturday, all year round. Sessions are from 5.30am until 9.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma McCabe

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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