

# Inspection of Just Like Home Childcare

ST.PHILIPS CHURCH HALL, 71 NEW CHURCH ROAD, HOVE BN3 4BB

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Inspection date: 31 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settle quickly. They have positive relationships with their friends and seek them to join in group games and activities. Staff provide a good variety of experiences to support children's ongoing learning to build on their existing development. For example, children actively practise using resources such as hoops and balancing stilts as well as joining in group games to extend their physical skills. This challenges children to move their bodies in a variety of ways to develop spatial awareness and agility.

Staff recognise the lasting impact the COVID-19 pandemic has on children's communication and language development. They ensure children have rich exposure to new words through discussions, stories and singing. This contributes towards building children's range of vocabulary. For example, children listen well and show genuine fascination as staff use words connected to Halloween, including 'skeletons', 'bats' and 'cobwebs'. Staff explain to children what a skeleton is and its function. This intrigues children and they show good levels of language to talk about this further. They use recall to link this discussion to a book they have been sharing together. Children are confident to contribute what they have been learning, explaining to their friends, 'The edge of the book is called a spine.' Staff implement good teaching skills by explaining the spine children noticed on the storybook links to the prior discussions they were having about skeletons. This supports children's thinking skills and helps them make connections in their learning.

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

- The provider has a good understanding of what they want children to learn and why. Staff ensure experiences and activities are broad and balanced. They link planning to the development needs of children to help them make progress towards their next stages of learning. On occasion, staff do not sequence their teaching so children can learn new ideas easily. Despite this, children demonstrate curiosity and good levels of concentration to engage with learning.
- Staff regularly assess the progress children make to inform what they want to teach next and to share their findings with parents. Staff complete the progress check for children aged two years. However, staff are not always clear about what they precisely need to report on in this assessment and there are some minor inconsistencies. Nevertheless, progress checks for children aged two years that have been shared with parents provide an overview that outlines progress children are making.
- Staff speak to parents and carers to find out information about children's individual needs when they first start. This includes details on children's existing development, health, dietary needs and information about their family. There are

times that staff find out more details about children's learning and development from other childcare providers who have children who attend another setting. This is to enhance partnership working; however, this does not happen consistently.

- The special educational needs coordinator works closely with parents and external professionals. This is to ensure children identified with a special educational need and/or disability have referrals made swiftly so actions and interventions are put in place. This contributes towards helping children to catch up.
- The provider recognises the benefits of supporting children to have experiences that support learning about life beyond the setting. Staff take children to visit local places of interest to provide rich and valuable learning about the community in which they live and their place within it. This gives children early experiences to gain a broader understanding of the world.
- Staff work closely with children to help them learn the skills to build their confidence and independence. For instance, children access a water station to help themselves to a drink of water. Children show kindness and courtesy to their friends when they recognise younger children struggle with the water tap and offer help. This demonstrates that children are learning to meet their own needs and developing empathy to recognise the needs of others.
- Parent partnership is effective. Staff ensure they communicate with parents and carers in a variety of ways. This includes verbal feedback, emails and newsletters to share information about children's progress. Furthermore, the provider shares information about what they are delivering to children and examples of how to further support learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate good levels of vigilance to ensure children are effectively supervised during activities and daily routines such as mealtimes. Staff complete daily risk assessments to ensure facilities children access are safe, secure and suitable. Staff undertake regular training to recognise when children may be at risk of harm and take steps to act swiftly to keep children safe. This includes knowing how to report concerns to agencies with statutory responsibilities in line with local procedures. The provider ensures vetting checks are in place so that staff who work with children are suitable.

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

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

- enhance staff's teaching skills so curriculum planning is sequenced and taught to children step by step to help them learn well

- strengthen knowledge so all staff are clear what should be included in the progress check for children aged two years to ensure feedback to parents is consistent
- strengthen partnership working with childcare providers when children attend other settings to identify existing progress to inform what is to be taught.

## Setting details

<b>Unique reference number</b>	2754656
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10315676
<b>Type of provision</b>	Childcare on non-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>	2 to 4
<b>Total number of places</b>	14
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Just Like Home childcare Limited
<b>Registered person unique reference number</b>	2754655
<b>Telephone number</b>	07939040307
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Just Like Home Childcare re-registered in 2023. The setting employs two members of childcare staff who both hold appropriate early years qualifications at level 3. It is based in St Philip's Church Hall in Hove, East Sussex. The setting operates a kindergarten from 9am to 2.30pm, Monday to Friday, term time only. A before- and after-school club operates from 7.30am to 8.30am and 3.15pm to 6.30pm, Monday to Friday, term time only. A holiday club operates from 8am to 6pm, Monday to Friday, during all school holidays. The setting provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sherrie Nyss

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector went on a learning walk with the manager to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities and daily routines to assess the impact this has on children's learning.
- The inspector spoke with staff and children at suitable times during the inspection.
- A joint observation was completed and discussed with the manager.
- The inspector tracked children to establish what it is like for a child at the setting.
- The inspector held a discussion with the manager in relation to the leadership and management of the setting.
- The inspector looked at relevant documentation, such as evidence of suitability and vetting checks, first-aid certificates and staff personnel files.

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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