

Report for childcare on domestic premises

Inspection date: 17 January 2024

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children are happy. Staff are caring and nurturing. They speak to children in a kind and soothing voice. For example, at nappy changing time, children are constantly talked to and reassured that they are okay. Children show that they feel safe and secure. They seek out cuddles from staff, who are quick to respond to their needs. Children are becoming confident learners. Outdoors, when children find ice in the water tray, they use past knowledge they have learned. They start to find items to break the ice with, so they can investigate what is underneath. Staff support children's emerging mathematical knowledge as they ask if the ice is heavy or light. Children understand simple subtractions. When singing number songs staff ask, 'If there were four but one has gone, what are we left with'? Children know and are eager to answer.

Children have fun exploring different textures, and investigate what happens when mixing paint. Staff cover a table with cling film and children enjoy squeezing paint onto it. They experiment mixing the paint with their fingers and making marks. Staff support young children to join in. Young children practise their developing physical skills as they stand at the table. They smile and giggle as they squish paint through their fingers.

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

- The manager has made improvements since the last inspection. The curriculum is sequenced to build on what children know and can do. Staff plan in the moment for children, so they can enhance children's play. However, this still needs embedding more into staff practice. Not all activities provided in the younger children's room are planned precisely enough to meet their individual needs. Consequently, at times, not all children engage in purposeful play.
- Effective risk assessments are in place. The premises and outdoor spaces are safe, and any animals do not pose a risk to children. Outdoors, children receive support from staff to take age-appropriate risk. They climb and balance as they walk around the wooden sand pit area or up and over tyres. Children who are more cautious receive encouragement from staff as they hold their hands. This helps to build their confidence and self-esteem.
- Support for children with special educational needs and/or disabilities is good. The manager and staff work well with external agencies, who are also involved in the care of the children. Effective assessments enable any gaps in learning to be quickly identified. Support is then put into place. The manager and staff have high expectations for all children. This helps children make the best progress they are capable of.
- There is a strong focus on communication and language. Children, including those who may speak English as an additional language, are exposed to a rich

vocabulary. Staff sing songs with children. Children enjoy playing along with musical instruments. Children sit and listen attentively as staff read stories. Staff hold regular phonic sessions with older children. The use of flash cards helps children to visualise the object and the word. Children practise saying the word and the sound the initial letter makes.

- On the whole, children behave well. Staff are teaching children how to be kind to their friends. However, the environment does not always meet younger children's needs. There are lots of resources which limit the space available. Younger children do not always use the resources appropriately and they interrupt other children in their learning. This causes some children to become upset.
- Staff say they feel supported. They have access to professional development opportunities, which help them improve their practice. Effective supervision and feedback helps to ensure the quality of teaching is good.
- Parents are extremely complimentary about the setting. They say that the manager and staff care about their children as well as the family. Parents comment about the support they receive and how much this helps them. They keep up to date with their children's progress by using an online application.
- Children learn self-care skills and how to keep healthy. Staff support children to be independent. For example, children can hang their own coats and bag on their pegs. Children are encouraged to learn to use the toilet or potty. They practise cleaning their teeth using toy teeth and toothbrushes. Children enjoy freshly prepared meals.
- The manager and staff are diligent in their duty to keep accurate records for the safe and efficient management of the setting. For example, detailed safeguarding concerns and accident and injury reports. This ensures children's safety is always paramount.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to plan more precisely activities which engage children in purposeful play and learning
- review the environment for the younger children to make sure it fully meets their needs.

Setting details

Unique reference number	EY389725
Local authority	Dudley
Inspection number	10326840
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 13
Total number of places	25
Number of children on roll	44
Registered person unique reference number	RP510909
Date of previous inspection	18 July 2023

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
Johanna Holt

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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