

Report for childcare on domestic premises

Inspection date: 6 June 2025

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Staff create a happy atmosphere where children feel safe and secure. They take into account children's backgrounds and experiences when planning fun and engaging activities. For example, staff teach children about kindness and help them to meet other people. Children feel excited to visit the local home for older people and the library. They enjoy learning about the world around them and different people. The effective key-person system helps children to develop strong and meaningful bonds with staff. Children feel valued. This supports their emotional security.

Staff teach children key literacy skills. They explore stories and characters to promote children's love of reading. Staff help children to retell stories using key language. Children learn how to form sentences and develop strong communication skills. All children can express themselves well. Staff teach children to recognise their achievements. They give children praise for their successes. Children learn that being kind to others helps them to feel good. Children are kind. Staff teach them to be sensitive to the feelings of others. Children behave well. They listen to staff and one another. This promotes their feelings of confidence and self-esteem.

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

- Leaders and staff develop a curriculum that helps children to develop key skills and knowledge across a broad range of topics. Children learn a variety of ambitious skills that they can apply themselves. Staff consistently implement the aims of the curriculum. For example, they teach children to use numbers to describe what they can see in books and stories. Children reach their developmental milestones.
- Staff use a range of different assessments to identify when children achieve their goals. They regularly review any gaps in children's learning and use this information to plan activities. Staff share information they have about what children need to learn with their parents and carers. This promotes children's learning.
- Staff plan activities to promote children's learning. However, on occasion, they do not consistently identify when to adapt activities. For example, staff do not always recognise when children lose interest. As a result, children are not always deeply engaged in activities or their learning.
- Staff work with experts to identify children with special educational needs and/or disabilities (SEND). They use advice from professionals to implement specialist strategies to support children's learning. This promotes the learning of children with SEND.
- Partnerships with parents are strong. Staff consider how best to communicate with parents about what their children are learning. They provide information

through a range of sources. This helps all parents to understand their children's targets. Parents say that their children make good progress. They say the information that staff provide them with helps them to prepare their children for school.

- Staff interact with children well. They understand how to teach new language to children, including teaching new vocabulary to children who speak English as an additional language. Staff use vocabulary from children's home languages to communicate with them. This helps all children to make good progress in their communication development.
- Staff teach children to be independent. For example, they demonstrate to children how hygienic practices enable them to stay safe. Staff teach children how to wash their hands. They support children to dress themselves and learn to use the toilet safely. This helps children to develop high levels of independence.
- Leaders and staff support children to eat a nutritious diet. Leaders have recently attended training by a nutritionist. As a result, they have adapted their menu to ensure that all children have healthy, well balanced and home-cooked food. This promotes children's physical health.
- Staff find out about children's individual backgrounds. They celebrate the differences between children at the setting. Staff teach children about their unique cultural and religious backgrounds. They incorporate festivals and celebrations into the curriculum. This promotes children's tolerance and respect for other people.
- Leaders carry out regular supervision sessions with staff. They use these to identify areas that staff would like to work on. Leaders plan appropriate continuous professional development opportunities for staff. This helps staff's knowledge of skills continue to develop over time.

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:

- develop further how to adapt activities to support children's engagement in their learning.

Setting details

Unique reference number	EY548290
Local authority	Barnet
Inspection number	10380460
Type of provision	Childcare on domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	25
Registered person unique reference number	RP511235
Date of previous inspection	10 June 2019

Information about this early years setting

Shannon ChildCare Ltd registered in 2017. It is one of three nurseries run by the provider in the Edgware area of the London Borough of Barnet. It operates Monday to Friday from 8am to 6pm, all year round, except for the last week in August and the period between Christmas and New Year. There are 14 members of staff, all of whom hold relevant qualifications between level 6 and level 2. The setting provides government funded childcare.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact 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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