

Report for childcare on domestic premises

Inspection date: 14 August 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 Good

What is it like to attend this early years setting?

The provision is good

Leaders welcome children into the safe and cosy setting with a smile. They ask how their mornings have been and take them through to their rooms to begin their day. Children separate easily from their parents and carers. They settle quickly and happily, becoming engaged in their play. Staff use their ambitious curriculum to set up engaging environments that capture children's attention. Children show sustained focus and concentration in their learning.

Staff have high expectations for children's behaviour. Children behave well. Staff are positive role models for children, treating each other with kindness and respect. They recognise that children struggle at times to share and take turns. Staff are consistent in supporting children, reminding them to use 'kind hands' and about the importance of letting others have a turn. Staff are full of praise for children when they demonstrate acts of kindness to others, reinforcing this positive behaviour.

Children with special educational needs and/or disabilities and children who speak English as an additional language are well supported. Staff are quick to identify gaps in children's learning and put referrals in place to access early help. The setting works well in partnership with other agencies involved in children's care, learning and development.

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

- Staff support children's language development well through daily singing, rhymes and story times. They talk with babies and young children as they play, naming objects and describing actions to broaden vocabulary. Staff engage children in back-and-forth conversations and encourage them to speak with others.
- Leaders show the highest regard for staff, ensuring that they feel genuinely appreciated. They support staff's mental health and make sure that their well-being is a priority. Staff have regular supervision sessions and meetings to support each other and share ideas. This helps them fulfil their roles and develop their practice.
- Staff celebrate diversity by planning opportunities for children to explore multicultural festivals and learn about each other's cultural backgrounds. This builds children's understanding and appreciation of equality and diversity. Children socialise and explore in the wider community, for example, by regularly visiting a local care home to share stories and join creative activities with the residents. These experiences promote intergenerational learning.
- Children enjoy a variety of healthy snacks and cooked meals. Staff encourage younger children to feed themselves with spoons. Older children proudly complete tasks, such as setting out cutlery at lunchtime. From a young age,

children learn to put on and take off their own shoes and coats for outdoor play.

- Children follow good hygiene practices, such as washing their hands after playing outside and before eating. These routines promote children's independence. They prepare them for the next stage in learning, including school.
- Staff provide many opportunities for children to develop their physical skills. They position furniture so babies can pull themselves up and cruise around. Staff help younger children to pedal tricycles and support older children to negotiate space when riding bicycles. This builds children's large-muscle strength.
- Parents speak positively about the setting. They say their children are happy, safe and that the staff are 'warm, gentle and kind'. However, the amount of information that staff share with parents varies. Some parents say they are kept updated about their child's care and learning, while others say they would value more information and feel less involved. Leaders recognise there is more they can do to involve all parents in their children's learning and development, and to seek their suggestions for improvement.
- Staff provide a stimulating and inclusive learning environment that all children can access. They plan a range of exciting activities that cover many areas of learning. For example, children develop their coordination skills and deepen their understanding of nature as they busily work with natural materials. However, occasionally, planned group activities do not meet the needs of all children. At times, staff do not consistently focus on adapting teaching to meet children's individual needs. This means that some children do not learn as much as they can from these teaching opportunities.

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:

- strengthen information-sharing and gather parents' views regularly to support evaluation and improvement
- refine the organisation of group activities and adapt teaching more consistently to meet children's individual learning needs.

Setting details

Unique reference number	EY396597
Local authority	Barnet
Inspection number	10398668
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 2
Total number of places	24
Number of children on roll	29
Registered person unique reference number	RP510972
Date of previous inspection	5 November 2019

Information about this early years setting

Alyson Shannon Childcare registered in 2009. It operates as childcare on domestic premises located in the London Borough of Barnet. The setting operates Monday to Friday, from 8am to 6pm, throughout the year. It provides government funded childcare. There are ten staff, nine of whom hold relevant qualifications at level 3 and above.

Information about this inspection

Inspector
Rizwana Nagoor

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Parents shared their views of the setting with the inspector.
- The inspector carried out two joint observations with the leaders.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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