

Report for Childcare on Domestic Premises

Inspection date	9 May 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff share the manager's drive for improvement and are deeply committed to offering high quality early years experiences for children and their families. They reflect deeply on the quality of service they provide and take into consideration the views of parents and children when planning future changes to the nursery.
- Staff observe children as they play and assess their achievements accurately. They use this information, along with their knowledge of children's interests, to plan a wide range of opportunities that help to ensure that all children make good progress.
- The environments indoors and outdoors are highly stimulating and thoughtfully organised. Children are provided with varied and high-quality resources. These are clearly labelled, accessible and entice children to play.
- Staff work closely with parents to help children make good progress from the start. Staff give parents regular updates about their children's development and they provide them with ideas about how they can support their child's learning at home.
- Trips and outings are well organised. They enhance children's experiences and contribute greatly to their learning and development.

It is not yet outstanding because:

- At times, younger children are not able to concentrate as staff share stories and engage in conversations, due to the often high volume of the compact disc player.
- Occasionally, staff do things for children that they could try to do for themselves to help to extend their good levels of independence even further.

What the setting needs to do to improve further

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

- allow younger children further opportunities to concentrate on quieter activities as they develop their communication and language skills
- extend opportunities for children to consistently manage tasks for themselves and help them to build on their good independence.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector spoke to a small number of parents during the inspection and also took account of parents' views in written letters.

Inspector

Denise Farrington

Inspection findings

Effectiveness of the leadership and management is good

The dedicated manager provides a range of supervision, coaching and mentoring opportunities for staff. She observes them as they work with children and meets with them to discuss aspects of their role. Staff attend training that is specifically targeted to their professional development needs. The arrangements for safeguarding are effective. Staff can identify signs that may mean a child's welfare is at risk. They know how to refer any concerns they have to the relevant authorities. All staff hold paediatric first-aid qualifications. This means that there are always staff available to support children should they have an accident. Staff undertake careful risk assessments of the nursery environment. They take appropriate steps to ensure that the nursery remains a safe place for children.

Quality of teaching, learning and assessment is good

Staff carefully monitor children's progress and swiftly identify any developing gaps in their learning. They act quickly to ensure plans are implemented so that children receive the support they need to make good progress. Staff play alongside children, asking questions to extend their learning further. For example, as older children explore the flow of water on the outdoor water wall, staff ask them to explain how they think the water will travel down the different pipes. Children of all ages are encouraged to count and recognise numbers. Younger children use mathematical words, such as 'full' and 'empty' as they fill containers with sand. Children enjoy making marks. Babies paint and explore how marks are made in sand while older children learn how to hold pencils as they write.

Personal development, behaviour and welfare are good

Staff provide a welcoming environment. Children develop close bonds with staff who are always on hand to offer praise and encouragement. This greatly supports children's confidence and self-esteem. Staff are good role models who consistently manage children's behaviour in a positive way. They gently explain why some behaviours are not wanted and help children to negotiate and develop their friendships. Staff support children to understand the benefits of a healthy lifestyle. They remind children of the importance of following good hygiene routines before they enjoy freshly cooked meals and nutritious snacks, such as fruit. Staff use a variety of ways to teach children about diversity within the local community. For example, children enthusiastically discuss their visits to a care home and the activities they share with the elderly residents living there.

Outcomes for children are good

Children are confident and eager learners who are willing to try new things. They play exceptionally well together, sharing and taking turns. Children use their knowledge and skills in a range of new situations. Older children are very confident to speak to visitors and ask lots of questions. Babies and toddlers feel secure and are well prepared for their move through the nursery. Children learn a wide variety of early numeracy and literacy skills. They are well prepared for their future learning and eventual move to school.

Setting details

Unique reference number	EY494491
Local authority	Lancashire
Inspection number	1045015
Type of provision	Full-time provision
Day care type	Childcare - Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	40
Number of children on roll	62
Name of registered person	
Registered person unique reference number	RP556594
Date of previous inspection	Not applicable
Telephone number	

The Kinderhouse registered in 2015. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including two at level 5. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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