

# Report for Childcare on Domestic Premises

<b>Inspection date</b>	27 April 2018
Previous inspection date	23 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- The manager has high expectations and is a good role model. She provides effective support for staff development, such as training to meet the needs of two-year-olds. She is studying for a higher qualification, focusing particularly on child-led learning.
- All children, including those who have special educational needs and/or disabilities, make good progress from their starting points. Children have high levels of concentration, listen well and staff value their contributions.
- Staff make regular observations of children's achievements and use the information successfully to monitor and plan a challenging range of activities and experiences.
- The manager and staff have strong partnerships with parents and outside agencies. They work together positively to support consistently children's learning and development.
- Children behave well and cooperate effectively when staff encourage them to work together to complete tasks. They have secure emotional attachments to staff, good relationships with each other and settle quickly.

### It is not yet outstanding because:

- Staff sometimes answer their own questions too quickly. They occasionally do not give children enough time to think and respond.
- The provider does not consistently plan a wide range of experiences to help children develop a greater positive awareness of their own similarities and differences.

## What the setting needs to do to improve further

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

- give children enough time to think and respond to questions
- extend the experiences for children to develop a positive awareness of their own similarities and differences further.

### Inspection activities

- The inspector observed activities indoors and outdoors, and accompanied staff and children on a walk.
- The inspector spoke with staff, parents and children, and took account of the provider's improvement plans.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector held a meeting with the provider and carried out a joint observation.
- The inspector sampled documentation, including policies and procedures, children's development records, and planning.

### Inspector

Elaine Douglas

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know what to do if children are at risk of harm. They carry out rigorous risk assessments to keep children safe and teach them safe practices. For example, qualified staff lit and supervised a fire, ensuring they had sand, water and a fire blanket to hand. Children recalled that they must not walk on the inside of the log circle near the fire and must never touch matches. The manager and staff continually evaluate their provision and review their practice to ensure good outcomes for children. For example, they are embedding a new assessment system to encourage parents' greater involvement. They have imminent plans to extend the outdoor learning experiences for all children further. Since their last inspection, they have ensured their activities to support children's mathematical development are more practical and play orientated to engage children fully.

### Quality of teaching, learning and assessment is good

Staff use children's interests well to engage them in their learning. They see what intrigues them and help them to know all possibilities. For example, children made pictures using sticks as the frame and natural resources. They looked closely at photographs and older children commented on which parts of a flower were the petals and the stalk. Staff helped them to use their senses, see the stages of growth, such as buds, and what they need to develop. Staff engage children well in purposeful discussions, extending their vocabulary and communication skills. They make good use of daily routines to support children effectively in recognising numbers and words. For example, they number children's containers of personal belongings, and point out numbers and words on a walk.

### Personal development, behaviour and welfare are good

Staff are skilled at engaging all the children and ensuring all activities meet children's individual needs. They help children to gain independence and manage age-appropriate tasks. Children are proud of their achievements and staff help them to celebrate each other's successes. Children have good opportunities to play outdoors, be active and understand the seasons. For example, children put on wet-weather gear and went out in the rain, where they noticed that snails enjoy rain. They gain a good understanding of safe and healthy practices, such as drinking plenty of water, especially after exercise. Children use a wide range of good-quality resources and are confident to ask for anything they cannot see. For instance, children requested sticky tape to solve the problem of a hole in their paper, using the dispenser independently.

### Outcomes for children are good

All children develop good skills that prepare them well for school. They are independent in their self-care and make good progress in their physical development. Children enjoy stories and use books individually. They link sounds and letters, and the most able children read simple words. Even the youngest children notice when two words are the same. Children are confident communicators and develop a positive attitude to learning.

## Setting details

<b>Unique reference number</b>	105912
<b>Local authority</b>	Devon
<b>Inspection number</b>	1126498
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	
<b>Registered person unique reference number</b>	RP511115
<b>Date of previous inspection</b>	23 October 2015
<b>Telephone number</b>	

Start Right Nursery School first registered in 1988. The nursery is privately owned and operates from the proprietor's home in the Countess Wear area of Exeter, Devon. It is open from 8am to 6pm on Monday to Friday, during school term times. The nursery receives funding to provide free early years education for children aged two, three and four years. There are 11 members of staff. Of these, three staff have qualified teacher status, and the manager holds early years professional status and is a qualified teacher. One member of staff holds an early years qualification at level 5, three staff at level 3 and one holds a qualification at level 2.

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