

Report for Childcare on Domestic Premises

Inspection date	14 October 2016
Previous inspection date	17 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff use their knowledge and skills well to extend children's learning. They use their precise assessments of children's progress to identify any gaps in learning. Effective planning quickly addresses these. All children make good progress relative to their starting points.
- Children show through their behaviour that they feel emotionally secure. Babies quickly settle and develop affectionate relationships with staff. Older children are highly confident and have a good understanding of boundaries and expectations.
- Children who have special educational needs or disability receive very good support. Staff have strong relationships with parents and other professionals, and they work closely together. Staff receive training to give children specific support.
- The manager supports staff well to ensure good quality outcomes for children. She encourages staff well to develop their skills further to extend children's learning. For example, following training to make mathematics more exciting, staff plan interesting experiments that develop children's understanding of volume.

It is not yet outstanding because:

- Younger children have few opportunities to explore and investigate independently using their senses.
- Staff do not use opportunities to extend children's practical skills during mealtimes so they learn to do more things for themselves.

What the setting needs to do to improve further

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

- extend opportunities for younger children to explore with their senses
- encourage children to use their practical skills and do things for themselves at mealtimes.

Inspection activities

- The inspector observed staff and children engaged in learning activities indoors and outdoors.
- The inspector talked to the manager, staff, parents and children.
- The inspector reviewed the effectiveness of self-evaluation, and how well staff monitor children's progress in learning.
- The inspector sampled documentation, including safeguarding procedures, and talked to staff to assess their knowledge of how to implement these.
- The inspector spoke to the manager to discuss the quality of teaching observed and children's learning and development.

Inspector

Julie Neal

Inspection findings

Effectiveness of the leadership and management is good

The manager's thorough self-evaluation results in effective action plans for improvement that focus well on children's needs. For example, the manager and staff have worked very well to extend parents' involvement in children's learning. Children take 'treasure boxes' home with reminders of their day to talk about with parents. This has increased feedback from parents, which staff include in their effective planning for future activities. Safeguarding is effective. The manager and staff have a good understanding of safeguarding procedures and what to do to help protect children from harm.

Quality of teaching, learning and assessment is good

Staff use their very good observations and assessments to plan activities that challenge children effectively. They support children well to build on what they know and extend their knowledge further. For example, children explored the meaning of words, such as 'stumble' and 'narrow', with staff, and identified others with the same meanings. Staff use stories and pictures very effectively to encourage children to explore their thoughts and feelings. For example, they talked about a bear feeling sad when children ran away, and how they might feel without friends to play with. Staff teach children well about technology. For example, when children talked about going to the local carnival, staff used the computer tablets to look up other carnivals in the United Kingdom and abroad, to compare similarities and differences.

Personal development, behaviour and welfare are good

Children's self-esteem is good. They interact confidently with each other and staff. Children learn well about differences and diversity, and show respect and understanding of others' individual needs. Children enjoy being active and are physically confident as they climb, balance and jump. Babies thoroughly enjoy building towers from bricks, demolishing them and starting again, developing good coordination and control. Children demonstrate through role play that they learn well about keeping safe in an emergency. For example, they pretended to be firemen using buckets, tubes and hoses to fight the fire, and dialled 999 to 'get an ambulance in case anyone gets hurt'.

Outcomes for children are good

All children, including those who need extra help, are enthusiastic learners who develop good skills for the next stage in learning, including going to school. Younger children concentrate well as they try to do things for themselves, such as helping to pull on their waterproofs and boots before going outside. Older children develop good social skills. They communicate very well and confidently ask questions to learn more.

Setting details

Unique reference number	EY454879
Local authority	Somerset
Inspection number	1063112
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 - 8
Total number of places	50
Number of children on roll	32
Name of registered person	
Registered person unique reference number	RP510916
Date of previous inspection	17 May 2013
Telephone number	

Rose Cutters Childcare registered as childcare on domestic premises in October 2012. The owner, who is also the manager of the setting, was previously registered as a childminder in 2007. This privately owned setting is in Ashwell, Ilminster, Somerset. The setting is open Monday to Friday from 7.30am to 6pm, all year round. There are seven adults working with children, including the owner and her husband. The owner and another member of staff have early years degrees. The owner's husband has early years professional status, one member of staff has a level 3 early years qualification, and three staff have level 2 qualifications. The setting receives early education funding for children aged two, three and four years.

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