

Report for Childcare on Domestic Premises

Inspection date	12 September 2017
Previous inspection date	15 October 2014

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff provide an exceptionally nurturing environment where children are happy, confident and extremely settled.
- Children eagerly take part in a wide variety of rich experiences. They make choices, are absorbed in their play and think creatively as they discover different ways to do things.
- Staff monitor children's progress accurately. They provide challenging activities that ensure all make good progress, including the most able children and those at risk of falling behind.
- Children behave impeccably. Staff have high expectations and give clear explanations and praise to help children understand what is expected of them.
- The management team monitors the quality of the provision thoroughly. They gather the views of staff, children and parents to make further improvements.

It is not yet outstanding because:

- While staff support children's mathematical development well during planned activities, they use spontaneous learning opportunities less effectively to enhance learning.
- Staff do not involve parents fully in their children's learning, for example, by sharing achievements from home, to gain a full picture of their progress.

What the setting needs to do to improve further

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

- make effective use of spontaneous learning opportunities to enhance children's mathematical knowledge and understanding
- encourage all parents to share their children's achievements from home, in order to gain a full picture of their development.

Inspection activities

- The inspector observed staff and children during activities inside and in the garden.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- The inspector discussed the quality of the provision with the manager and deputy, and jointly observed an activity with the deputy.
- The inspector looked at a sample of documents, including the safeguarding policy, evidence of staff suitability, the self-evaluation record and children's records
- The inspector spoke with, and read comments from, several parents and took account of their views.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers make sure that staff fully understand their roles and responsibilities to help keep children safe. For example, they hold regular discussions, quizzes and training to keep staff up to date. Managers follow rigorous procedures to ensure staff are suitable to work with children and that other adults in the household complete the required checks. Staff work well together and share information effectively, for example, about what each child needs to learn next, so they have a consistent approach. Managers meet regularly with staff to provide guidance and offer training opportunities in order to continually improve their practice. For example, training has supported staff to help children gain the skills they need in readiness for reading. Managers make sure parents know how to access funding and then make excellent use of the additional money. They provide the resources or extra help some children need to help catch up, such as a selection of interesting items to help strengthen children's muscles.

Quality of teaching, learning and assessment is good

Staff support children's language well, encouraging them to talk about what they are doing and asking questions that make them think, such as how to balance a decoration. Children confidently offer their suggestions because they know staff listen and value their ideas. Children are very observant and delight in the world around them. For example, they hear the wind and comment that a leaf is shaped, 'Just like a duck's foot'. Staff plan activities that support children's early literacy skills well, such as distinguishing different sounds and playing with rhyming words. Children count, sort and compare, especially during adult-led activities.

Personal development, behaviour and welfare are outstanding

Staff help children develop a very strong sense of belonging. Children enjoy taking home photographs of their special member of staff to share with their families. Staff are exceptionally gentle and warm with children, praising them frequently and boosting their confidence and self-esteem. Staff create wonderful environments that fire children's imaginations, such as a fairy garden and covering the floor with sand to create the pyramids and River Nile. Children celebrate one another's individuality, such as different cultures and ways of life. Staff help children manage emotions extremely well, such as providing themed story bags for them to take home. Children gain an excellent understanding of healthy living. Staff encourage them to try new tastes from a wide range of healthy snacks and give parents excellent advice on healthy eating at home.

Outcomes for children are good

Children gain skills that prepare them well for starting school. They are highly independent and do things for themselves, such as managing lunch boxes and using the toilet. They recognise familiar words, such as their name, and practise writing skills in exciting ways, for example, as they paint a wall. Children show an interest in written words and numbers.

Setting details

Unique reference number	145842
Local authority	Wiltshire
Inspection number	1070352
Type of provision	Sessional provision
Day care type	Childcare - Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	14
Number of children on roll	17
Name of registered person	
Registered person unique reference number	RP510883
Date of previous inspection	15 October 2014
Telephone number	

Catkins Nursery School registered in 1987. It is privately owned and operates from a residential property in Bradford-on-Avon, Wiltshire. The nursery is open from 9.15am to 1pm each weekday, during term time. It receives funding for the provision of free early education for children aged two, three and four years. A team of six staff work with the children, which includes the owner/manager, who is a qualified early years teacher. Another member of staff is a qualified teacher, two staff hold appropriate qualifications at level 3, and one holds level 2.

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