

# Report for Childcare on Domestic Premises

## Inspection date

18 May 2017

Previous inspection date

7 November 2014

<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

- Staff form very good relationships with the children. Children feel confident to come to nursery.
- Children behave extremely well in readiness for school. They know what is expected of them in different situations and can follow simple rules.
- Children communicate very well. They make very good progress in their speech and language development.
- Children are very confident and take pride in their achievements. They show adults what they make or do and talk to them about their ideas.
- There is a warm, family atmosphere at the nursery. Children sit together at lunch and older children help younger children in different ways.
- The manager organises family events when children learn about each other and the wider world. They recently enjoyed taking part in an 'international evening', when they were joined by their parents.

### It is not yet outstanding because:

- Professional development arrangements have not been focused sufficiently on encouraging all staff members to build further on their good observation and assessment practice, to achieve the highest standards in teaching and excellent outcomes for all children.

## What the setting needs to do to improve further

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

- give staff the encouragement and support they need to undertake professional development that focuses more sharply on raising the quality of their observation and assessment practice to achieve an outstanding level of teaching.

### Inspection activities

- The inspector observed staff's interactions with children.
- The inspector spoke with the manager and members of staff.
- The inspector reviewed evidence of the suitability of staff and sampled some relevant documentation.
- The inspector observed daily routines, including sleep time.
- The inspector looked at the premises and the range of resources available to children.

### Inspector

Sarah Cousins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has high expectations of her team. The team works well together and helps children to settle quickly into routines at the nursery. The manager is always striving for improvement. Safeguarding is effective. Children are kept safe from harm and protected from danger. Staff know the children very well and are alert to any changes in behaviour or signs that their welfare may be at risk. The manager keeps meticulous records to help her meet children's needs. She documents children's likes, needs and attendance patterns to help with planning. Children's needs are well met. Staff communicate very well. They talk to parents about their children's care and learning on a daily basis. Children feel at home in the nursery.

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

Staff take an interest in what children can do and plan activities that extend their learning. They are attentive to children while they play and join in with questions, comments, rhymes or songs. Staff help children to adopt good behaviour patterns. They give consistent, friendly messages about how to behave and model this good behaviour themselves. Parents trust the staff and share information about their children. Staff know how to respond to children. They help them to feel safe and learn well. Staff have good ideas about how to stimulate children in their learning and organise interesting activities for them to do. They keep a good stock of toys, books, equipment and educational games. Specialist dance and music teachers visit the nursery every week. They encourage children to express themselves in different ways. Children communicate well through language, music and movement. They have opportunities to move freely in different ways. Children use mathematical vocabulary as part of their play.

### Personal development, behaviour and welfare are good

Staff create a welcoming, warm atmosphere at the nursery. Children come in happily in the mornings and enjoy being with their friends. Staff are very attentive towards the children. They build close relationships with babies and children and care for them with kindness and sensitivity. Staff help children to feel ready and confident to move to school. Staff help children to learn about healthy eating and exercise. They take the children outdoors every day to enjoy physical activities in the open air.

### Outcomes for children are good

All children achieve well at the nursery, including children who speak English as an additional language or those who have special educational needs and/or disabilities. Children are kind to each other and become confident, independent learners in readiness for school.

## Setting details

<b>Unique reference number</b>	EY340583
<b>Local authority</b>	Hackney
<b>Inspection number</b>	1070823
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	14
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	
<b>Registered person unique reference number</b>	RP510889
<b>Date of previous inspection</b>	7 November 2014
<b>Telephone number</b>	

Apple Blossoms registered in 2006. The nursery is open on Monday to Friday, from 8am until 6pm. The provider is in receipt of funding for the provision of free early education for two, three and four-year-old children. The nursery employs five members of staff, of whom four hold appropriate early years qualifications at level 3 or higher. The manager is a qualified teacher.

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