

# Hodan Day Care

Inspection report for early years provision

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**Unique reference number**

EY411352

**Inspection date**

24/01/2011

**Inspector**

Silvia Richardson

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Hodan Day Care was registered in 2010. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered for a maximum of 37 children in the early years age group at any one time. There are currently 36 children on roll in the early years age group. Hodan Day care operates from a community hall in Deptford, in the London Borough of Lewisham. The accommodation is a hall and adjoining room for children aged two to five years and a separate baby room. There is suitable disability access and an enclosed outside play area. The nursery is open Monday to Friday from 8.30am to 4.30pm. Children attend for a variety of sessions. The nursery serves the local community. Hodan Day Care supports children with learning difficulties and/or disabilities and children for whom English is an additional language. The staff team consists of five nursery nurses, two nursery assistants, a trainee nursery nurse and a volunteer worker. Five staff work directly with the children at any one time. More than half the staff including the manager have an early years qualifications to NVQ level 2, 3 or 4. Staff have access to training courses and support services run by the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are generally happy, settled and purposefully occupied, because for most of the session, they are encouraged to be independent learners. Children enjoy making choices from the wide selection of resources and play well with others. Activities are attractively presented, so that children are interested in exploring and experimenting, helping them acquire new skills. Children make reasonable progress from their starting points, although insufficient resources for supporting effective communication are available for children for whom English is an additional language, for them to feel included and confident with routines and whole group activities. The setting recognises the uniqueness of each child reasonably well, although acknowledges this is an area that requires continuous improvement. The setting has a sound capacity for improvement, through working well with other agencies, so as to identify and implement best practice.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- further promote inclusive learning experiences, developing the use of resources, facilitating children's understanding of routines and group activities
- improve opportunities for children to learn about healthy eating, the benefits of exercise to their health and the importance of adopting healthy personal

- hygiene habits
- improve the session 'carpet time', making arrangements appropriate to ability, promoting enjoyment of stories, communication and language skills

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded in the setting because all staff and volunteer workers know what to look out for and what to do if they are worried about a child. The safeguarding policy and procedure clearly identifies the settings strategies for ensuring children are safe and protected. All staff are vetted, ensuring their suitability to work with children. Visitors are accompanied and signed on and off the premises, accounting for all persons in proximity to children. Staff provide a safe environment for children, carrying out daily checks and an annual risk assessment. Staff create an enabling environment whereby children are able to move around the setting and make choices from the range of toys and play materials both inside and outside. These arrangements afford inclusive learning experiences and equal access to resources and facilities, promoting children's independence. However, at times where the group come together, for example, story times and meals, children for whom English is an additional language, struggle to understand what is happening and what is required of them. Additional resources, such as picture exchange cards, photographs and signs are not used with the children, so as to aid communication and their understanding of routines. As a result, some aspects of children's routines and activities are not fully inclusive, impacting overall on their learning and development. Resources are better deployed in the baby room, where each child receives a good deal of individual time and attention and much support with their acquisition of language and new skills.

Leadership and management are committed to self evaluation, so as to drive improvement in areas of weakness. Key priorities included developing writing skills, making areas more attractive and ensuring materials for mark-making are sorted and stored in sets for ease of use. The self assessment form is thorough, although in places, is compiled of good practice statements, without evidence of what the setting is actually doing to promote better outcomes and bring about improvement. The LEARN team (Lewisham Early Years Advice and Resource Network) have visited the setting three times since registration, providing guidance, such as arrangements for snack time and focus learning activity, improving outcomes for children in these areas. The setting also has suitable partnership links with a local family centre, enabling the setting to identify and develop best practice. There is no other agency involvement, as there are no children on roll with special educational needs. The setting is developing arrangements for engaging parents and carers and have included developing closer relationships with parents in their priorities for improvement. Family contact books are used and being reviewed to establish their effectiveness in sharing information. Parent and carer feedback forms are providing the setting with some useful pointers and helping users of the setting to feel their views are valued and acknowledged appropriately. The notice board consists mostly of written information, such as menus and details of infections, however these are of little

value to those for whom English is an additional language. The setting has staff who are able to translate and engage in discussion in parents and carers home language, enabling the sharing of information for promoting children's welfare.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy a wide variety of interesting and stimulating activities across the six areas of learning. The setting is arranged well, so that children make choices of what they want to do and with what, where and whom they wish to play. Children are learning at their own pace, handling materials, exploring, experimenting and making discoveries. Key workers observe children, so as to get to know their starting points and attainments. Next steps planning is building on children's achievements, which are matched to the expectations of the early learning goals, so as to bridge gaps in learning. The setting reports children making progress in communication skills, from using gestures to an increased vocabulary for making their needs known. However, children remain confused in group situations, because their understanding of events and routines are not effectively promoted with a suitable range of resources. Part of children's routine known as 'carpet time', is particularly confusing, because children are not clear about what is happening and what the expectations are for behaviour and for contributing to the session.

Children are enjoying and achieving, because the range and variety of toys and play materials provided, are of sufficient interest for all children to be purposefully and constructively occupied. Staff maintain a safe play and learning environment, constantly sweeping, tidying and picking up after the children. However, at times more staff are deployed to tasks than to supporting children's activity and children are not effectively developing an awareness or making a positive contribution to theirs and others safety, through picking up toys and keep areas tidy for themselves as they move around. Children generally feel safe in the setting because relationships with staff are warm and positive. However, at times some children are confused and insecure about expectations, especially where the key worker is absent and they are not assigned another staff member to specifically look out for and look after them.

Children have access to drinking water, are offered fruit as snacks and nutritionally balanced meals, promoting their health and welfare. However, there is very little discussion during meal times of the importance of healthy eating and the recommended 5-a-day portions of fruit and vegetables. Children have some good opportunities for physical exercise, although there is very little discussion with children while they are active, to promote their learning of its importance to their health. Children are not adopting good personal hygiene habits, because routines for hand washing are inconsistent and there are few clear visual images to guide them in good practice. Children have opportunities to develop a broad range of skills for the future, which are being enhanced by the introduction of 'champions' whereby staff assume ownership for specific areas of learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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