

Hodan Day Care

Etta Community Hall, Gosterwood Street, London, SE8 5PB

Inspection date	04/12/2014
Previous inspection date	24/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy, confident and secure because staff value each child and build warm, trusting relationships with them.
- Children are free to use the indoor or outdoor environment which suits the different ways that they learn.
- Staff work well with parents and keep them informed of their children's progress.
- Staff assess children regularly and use this information to plan effectively to meet their needs.
- Children are independent and have good hygiene routines.

It is not yet outstanding because

- Opportunities for children to develop their mathematical and problem-solving skills further by learning to fit different types of shapes into spaces are not fully developed.
- Staff do not maximise ways for babies to learn about and experience different textures.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed interaction between staff and children in the indoor and outdoor environments.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation and held a discussion with management.
- The inspector spoke to parents, staff and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Hodan Day Care opened in 2010. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 32 children on roll in the early years age group. The nursery operates from a community hall in Deptford, in the London Borough of Lewisham. There is suitable disability access and an enclosed outside play area. The nursery is open Monday to Friday from 8.30am to 4.30pm all year round with closure on public bank holidays. Children attend for a variety of sessions. The nursery serves the local community. The nursery supports children who learn English as an additional language. There are six staff who work directly with children, including the manager, all of whom hold appropriate early years qualifications. The manager holds Early Years Professional status; three staff members are qualified to level 3; and two staff members hold qualifications at level 2. The nursery receives funding for early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- develop further ways to enable children to learn to match irregular shapes into spaces, such as by using jigsaw puzzles, to enhance their mathematical and problem solving skills
- provide more opportunities for babies to explore different textures and everyday objects.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff plan effectively for children and base activities on all areas of learning. They evaluate the regular observations that they make of children's progress so that the next steps for their learning are incorporated into plans. This results in planning which meets the needs of children well. Staff provide activities based on children's interests, such as role playing shops, which children enjoy. Children concentrate well on tasks. Staff enable them to choose to play indoors or outdoors which supports children's different learning styles. Children choose resources from low-level, accessible storage units which encourages them to make free, independent choices. Staff also provide more structured activities where the adult takes the lead in learning. This provides a good balance between child-initiated and adult-led activities.

Children cooperate with each other as they take on different roles in imaginative play. For

example, at the inspection they learned to dress themselves independently while they dressed up as Formula One drivers. Staff teach children to take turns to speak and listen during group discussion time. They teach children about seasons and days of the week which supports their understanding of the world. Children choose songs to sing and learn to follow actions in sequence as they sing. At the inspection they practised hand-eye coordination skills while they threaded string through cotton reels. Opportunities for children to learn to solve problems presented by different jigsaw puzzles are not fully developed. For instance, they did not have opportunities to work out how to fit irregular shapes into puzzles. Children use paint brushes skilfully to paint recognisable pictures. Staff teach children to count securely using everyday opportunities, such as counting the number of children present at group times. Staff question children effectively to extend their thinking skills. For instance, they asked children what kind of clothes they need to wear in winter and why. This encourages language development and understanding of the world. Overall, children learn good skills for later use in school.

At the inspection, babies crawled over to, and selected freely from, a wide variety of resources in low-level baskets. This supports their independence and free choice. They shook shakers to make different sounds and staff talked with them to describe the sounds they were hearing. This supports babies language development. Staff read stories to babies who pointed to different characters and made sounds to interact with the story. This encourages their early literacy development. Although babies enjoy a variety of creative activities, opportunities for them to explore a range of textures and properties of everyday objects is not fully developed. For instance, they do not have the chance to touch soft and smooth materials, and shiny rounded metal objects. Staff sang songs to babies who responded happily with arm movements and vocalisations. Staff also taught them the names of different body parts in action rhymes.

Children practise a wide variety of skills in the outdoor area. They negotiate space skilfully on push bikes and balance carefully across wooden planks. Staff teach children good physical coordination skills while they play ball games using their hands and feet. At the inspection, children learnt about the capacity of different containers as they filled and emptied them with water in a tray. Staff taught children words, such as 'full' and 'empty' which supports their language development.

The nursery provides good support to children who learn English as an additional language because staff speak several languages. They also learn key words in children's home languages if this is not spoken by staff. This supports children's communication skills well.

Staff provide parents with good opportunities to support their children's learning. They offer parents 'Wow' notes to record their observations of their children at home. Staff use this information to inform planning so that children's needs are met. Staff provide written reports to parents, including summaries of progress checks for children aged two years. They talk to parents each day to add further effective communication around children's progress.

The contribution of the early years provision to the well-being of children

Staff greet children individually and ask them how they feel each day. This helps to build children's self-esteem because they feel valued. Staff find out about children's interests and skills and plan activities based around these. This results in children's enjoyment of activities. The key-person system is effective because it enables children to build strong relationships with familiar staff which helps them to feel secure and confident. Staff find out about babies' home care routines which they follow at nursery so that key routines remain familiar to them. This helps babies to feel content and secure. The nursery is organised well and attractively which supports children's well-being.

Children are well aware of expected ways to behave and remind each other of group rules. Staff share expectations with children and praise them when they behave in positive ways. This motivates children to behave well. Staff teach children how to be safe. They are good role models who encourage children to tidy up and take care of their resources. Staff teach children about road safety so that they know how to behave when out on trips. Children show good awareness of others when riding bikes to avoid accidents. Staff teach children about cultural differences by celebrating and discussing significant events, such as Eid.

Staff teach children the benefits of eating healthily. They tell children how milk makes them strong and how good fruit is for them. Children develop healthy dietary habits because meals are balanced and cater for special dietary needs. This helps to ensure that children eat suitable food. Staff take children outdoors for daily fresh air and physical exercise in the outdoor area which reinforces healthy habits. Children have strong independent skills. They serve themselves at meal times, pour their own drinks, feed themselves and scrape their plates. Children have good personal care routines. They wash their hands at appropriate times and use the bathroom independently. Staff change nappies in clean, comfortable areas to reduce the risk of cross infection.

Staff support children well for the move to school. Staff invite local teachers into the nursery to get to know children. This provides good opportunities for children to build relationships with teachers, which helps them to settle at school. Younger children spend time in new group rooms before moving to help them adjust to new routines and environments.

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

Management has a good understanding of its role and responsibilities in relation to the requirements of the Early Years Foundation Stage framework. The management team has effectively implemented a comprehensive range of policies and procedures which are understood by staff and serve to protect children from harm. For instance, staff know procedures to follow should they be concerned about a child's welfare. Staff carry out effective risk assessments which cover all parts of the nursery and this helps to keep children safe. There are three staff who are qualified in first aid and who are deployed

effectively in the nursery to ensure ready access to emergency treatment when needed. The manager carries out a series of background checks on staff to help ensure suitability for their roles which helps to protect children from harm.

Management offers staff good levels of support. They supervise them regularly and offer support to address areas of weakness. The manager appraises staff yearly and this provides a good opportunity to identify staff training needs. For example, a staff member attended a course on settling in children aged two years and this led to the implementation of more effective ways to settle children into the nursery. The manager monitors the quality and accuracy of children's learning journals by asking staff members to moderate each other's progress records. The manager also plans with staff so this provides her with direct insight into the quality of planning and how well it meets the needs of children. The manager regularly observes staff and gives them feedback to their improve practice. Staff track children and this provides a clear indication of those operating below expected levels so that suitable support can be offered to support learning.

Staff work effectively with a range of people to support children's learning. They have good links with the local children's centre. Staff direct parents to use a range of its services. Staff work well with parents by keeping them informed of their children's progress. They work effectively with local schools to support pre-school children who are moving on to school.

Management has clear ideas on how to improve the nursery because the team evaluates all elements of practice. The management team has formed key goals to improve the nursery, such as developing further links with parents to support children's learning. The nursery operates effectively and has good capacity to improve outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY411352
Local authority	Lewisham
Inspection number	845071
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	37
Number of children on roll	32
Name of provider	Children And Family Care Limited
Date of previous inspection	24/01/2011
Telephone number	0208 691 3202

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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