

Hodan Day Care

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



Inspection date

23 February 2018

Previous inspection date

4 December 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- A strong management team effectively supports staff to gain qualifications and further develop their knowledge and skills. The staff work well as a team to maintain the good standards of care and learning they offer.
- Children become motivated learners who make good progress. Staff have good knowledge of the interests of children in their care, which helps them to plan and provide stimulating and challenging experiences.
- Staff are nurturing and sensitive. They establish secure attachments with children, who seek and enjoy staff interactions throughout the day. These help children to develop good levels of confidence and self-esteem.
- Children are developing into confident communicators. Staff consistently use simple techniques, such as repeating and modelling words. Their input helps young children, including those who speak English as an additional language, to develop good language skills at an early age.

It is not yet outstanding because:

- Staff have not fully established highly successful systems to engage all parents to consistently share information and contribute to their children's learning
- Management does not consistently identify or monitor gaps in the progress between groups of children so that steps can be taken to close them more rapidly.

What the setting needs to do to improve further

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

- explore more ways to encourage all parents to contribute and support their children's learning
- build on the tracking of individual children's development, to include groups of children, to help identify and address any emerging gaps in learning as quickly as possible.

Inspection activities

- The inspector viewed interactions between the staff and children in the inside space and outdoor environment.
- The inspector spoke to the deputy manager at different times throughout the inspection, to discuss practice and to invite her to complete a joint observation.
- The inspector looked at a range of documentation, including the setting's policies and staff records.
- The inspector spoke to key people and viewed developmental information regarding children's progress.
- The inspector talked to parents and considered the views of other parents from written feedback.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team ensures all staff have an understanding of their role and the processes and procedures to follow in regards to safeguarding. Staff know the children well and are confident in recognising and swiftly reporting any concerns, such as any changes to the way children behave. The management team welcomes feedback from parents and works closely with the staff team to review and improve practice. Staff use knowledge they gain from training and from other professionals to help implement changes. For example, using ideas gathered from visiting other settings, staff reconsidered the layout of the environment. They made positive changes, such as removed tables, thus creating more space. This has enabled children more room to explore and develop their own ideas in their play.

Quality of teaching, learning and assessment is good

Staff regularly observe children in their play. They successfully use these observations to recognise children's achievements and plan purposeful experiences to support individual children's next steps in learning. Staff recognise how and when to involve themselves in children play to help children practise developing skills. For example, staff watch as young children use their early writing skills to make marks on boards. Staff chat to them about what they are doing and introduce words to add meaning to the children's drawings. For example, they link shapes children draw to the letters which start children's names. Children respond enthusiastically and draw the shapes again. They copy the staff's words and use their developing language skills to start to make letter sounds. Older children are supported further as they explore magnetic letters which also link to their names. Children mirror these and use effective skills to write the letter shapes.

Personal development, behaviour and welfare are good

Staff create a safe, welcoming and stimulating environment. Children behave well. They develop a good understanding of how to play, share and work cooperatively with others. For example, in the mud kitchen, children independently share the mud and sand mixture between their bowls. Children listen well to their friends' ideas and give praise to each other as they complete their mud mixture, saying 'that's good, well done'. Staff help children to learn why a healthy diet is important. For example, staff effectively use snack times to talk to children about the impact healthy food has on their bodies. They discuss how fruit gives them energy to help them grow strong.

Outcomes for children are good

Children progress well from their starting points. They welcome the chance to use their skills and knowledge in their play. For example, children use their developing language and mathematical skills well. They talk about their ages and state that three is a bigger number than two, but that four is bigger still. Children refer to it as a 'huge' number. Younger children develop their physical and self-care skills. Using emerging coordination, they use tools, such as large spoons to serve themselves at snack times. Children develop strong skills to support their next stages in learning.

Setting details

Unique reference number	EY411352
Local authority	Lewisham
Inspection number	1071291
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	37
Number of children on roll	23
Name of registered person	Children And Family Care Limited
Registered person unique reference number	RP529836
Date of previous inspection	4 December 2014
Telephone number	0208 691 3202

Hodan Day Care registered in 2010. The setting is based in Deptford, in the London Borough of Lewisham. The setting is open Monday to Friday from 8.30am to 4.30pm, term time only. There are eight staff who work directly with children, including the manager who holds early years professional status. The deputy holds an appropriate early years qualification at level 4. Five other staff members are qualified at level 2 or above. The setting also employs two cooks, two cleaners and an administrator. The setting receives funding for the provision of free early education for children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

