

Inspection of Uncle Peter's Daddy Day Care

34-36 Grovebury Road, Abbey Wood, London SE2 9BB

Inspection date:

22 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settle well into the nursery routine. They have strong relationships with staff and show that they feel safe and secure. Children respond positively to praise and reassurance, which helps to support their emotional well-being. Staff encourage children to use good manners and learn to be kind and caring towards each other. Children behave well. They develop their self-care skills well. Children wash their hands independently before mealtimes and clear their plates after eating.

Children make choices about what they want to play with from a range of activities. However, staff do not implement a curriculum that challenges and extends all children's learning successfully. The quality of teaching that children receive is variable, including the delivery of some adult-led activities. For instance, when staff plan an activity, it does not engage or interest children. The children choose to play with the sand instead and enjoy exploring the texture. Staff are not able to extend all children's learning effectively, especially their communication skills. At times, staff interrupt children's involvement in activities, such as looking at books. This restricts opportunities for children to continue to develop their learning.

Staff use additional funding appropriately. Children with special educational needs and/or disabilities are suitably supported. The manager is able to identify gaps in children's development in a timely manner and liaises with other professionals to receive the support needed. In the meantime, staff use funding to obtain resources to support children's learning.

What does the early years setting do well and what does it need to do better?

- The manager has welcomed guidance and support from the local authority and has addressed the actions raised at the previous inspection. He monitors staff practice through regular supervision meetings and identifies further training to help enhance their practice. However, this has not yet been effective in raising the quality of teaching to a consistently good level. Some staff require further support to enhance their understanding of how to support younger children to develop their early vocabulary appropriately.
- The quality of teaching does not consistently challenge all children's individual learning needs. Staff have recently introduced other forms of communication such as picture cards and visual timetables to help support children's understanding of what happens next. However, they do not always support young children to learn new words accurately. For example, staff say the word 'duckie' instead of 'duck'.
- Staff know their key children and what they can do. However, they do not implement their curriculum intent consistently well to make sure that children

are ready for the next stage in their learning. Many activities, including outdoor activities, do not provide sufficient challenge or focus on what children need to learn next. Staff do not adapt activities effectively to inspire all children to learn new skills.

- Children have some opportunities to learn about similarities and differences around them. For example, a cultural day is held in the nursery once a year. Furthermore, staff display posters of flags from around the world. However, staff do not find out about all the children's backgrounds and provide opportunities for children to see and hear their home languages within the nursery.
- Parents speak highly of the nursery. They receive regular feedback from staff and they feel that their children are very happy. Parents comment that they felt supported during the time when the nursery had to close due to the COVID-19 pandemic. For example, the manager made contact with parents and suggested activities for their children to do at home.
- Children enjoy a variety of nutritious snacks and meals throughout the day. Staff talk to children about the importance of healthy eating and why it is important to care for their bodies. Children have daily opportunities to be active and play outdoors. However, staff do not consistently provide a wide range of opportunities for all children to practise and develop their large-muscle skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff refresh their safeguarding knowledge when they attend regular training courses and team meetings. They have a secure understanding of child protection and current legislation, such as the 'Prevent' duty. Staff can recognise the signs of abuse and know the procedures to follow to report concerns about a child's welfare. This supports children to stay safe and promotes their well-being. The manager follows appropriate recruitment and vetting procedures to ensure that staff working with children are suitable. Staff carry out daily risk assessments to help keep children safe. The premises are safe, secure and well maintained.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

| | Due date |
|---|------------|
| ensure that staff understand how to support and develop children's early vocabulary so that all children make good progress | 22/11/2021 |

| | |
|--|------------|
| ensure that all children receive meaningful and challenging learning experiences to help prepare them for the next stage in their development. | 22/11/2021 |
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To further improve the quality of the early years provision, the provider should:

- improve opportunities for children who speak English as an additional language to hear and use their home language within their play and learning
- increase opportunities for children to regularly use and practise their large physical skills.

Setting details

| | |
|--|---|
| Unique reference number | EY550122 |
| Local authority | Greenwich |
| Inspection number | 10149816 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 2 to 8 |
| Total number of places | 32 |
| Number of children on roll | 14 |
| Name of registered person | Uncle Peter's Daddy Day Care Ltd |
| Registered person unique reference number | RP550121 |
| Telephone number | 02086170202 |
| Date of previous inspection | 27 February 2020 |

Information about this early years setting

Uncle Peter's Daddy Day Care opened in 2017. It is located in Abbey Wood, in the London Borough of Greenwich. The nursery is open Monday to Friday, from 8am to 7pm, all year round. There are three members of staff, including the manager who holds a level 3 childcare qualification. The nursery receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Nicky Chambers

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager took the inspector on a learning walk and explained the nursery's curriculum intentions.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to parents and children and took account of their views.
- The inspector spoke with the manager and staff at convenient times throughout the inspection.

We carried out this inspection 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.

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