

Inspection of My Childcare and Me

1 Tranquil Vale, Blackheath SE3 0BU

Inspection date:

9 May 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The overall quality of children's experiences is variable. As a result, some areas of children's learning are not supported as well as others.

Children settle well on arrival and build positive emotional relationships with the staff. They behave well overall and learn to share their experiences with others. For example, staff teach them to say 'you are welcome' when other children wish to join their play. Children, including toddlers who speak English as an additional language, learn new vocabulary, for example as they learn to follow instructions and 'pat' and 'roll' play dough. Children with special educational needs and/or disabilities (SEND) enjoy sensory experiences, such as playing with water. They are keen to observe lights and sounds as they explore electronic resources. Babies delight as staff play peekaboo with them and blow away a thin fabric to uncover their face.

However, older children do not develop a consistent understanding of safety rules at the setting, particularly in relation to the use of equipment. Babies' snack time routines are not planned effectively to promote their growing awareness of hygiene practices. This has an impact on their personal development. Leaders and managers have high aims for individual children's progress. However, they do not ensure that staff practice is fully effective to achieve these aims in all areas of their learning.

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

- The provider does not ensure that all staff have a secure understanding of the setting's policies and procedures in relation to safeguarding. This breach of the safeguarding and welfare requirements has a significant impact on children's welfare.
- Staff provide nutritious meals for children. However, although they follow good hygiene practices at mealtimes, they do not take all reasonable steps to minimise the risk of cross-contamination, particularly during younger children's snack time. Self-evaluation is not effective to identify and address all weaknesses in practice.
- The team completes regular risk assessments and plans what their expectations are for children to use equipment safely. However, staff do not always guide children's play effectively to help them develop a consistent understanding of these expectations. Staff supervision is not fully effective to address gaps in staff practice.
- The provider does not ensure that qualified staff are deployed effectively to work directly with children of different age groups and meet their needs. The quality of children's care and learning is not maintained, particularly during staff breaks,

when the availability of qualified staff drops further. At these times, children lack stimulation to engage and focus on meaningful play and their learning is hindered.

- The manager has taken appropriate action to improve partnerships with parents with regards to children's medical and dietary needs. Most parents provide positive feedback about their children's relationship with their key person. The manager works closely with parents to support a smooth settling-in process for children who return after periods of absence during the COVID-19 pandemic. Parents of children with SEND speak highly of the manager's caring attitude.
- Overall, the manager monitors children's progress effectively. She works well in partnerships with professionals to identify common goals for children who need additional support. She plans some appropriate use of funding to meet individual children's needs. However, there are insufficient numbers of qualified staff to oversee and guide the effective implementation of the curriculum and consistently promote good or better outcomes for all children.
- Staff plan some interesting group activities for children, such as yoga and phonics sessions. They stimulate young children's interest to participate in physical activity. For instance, staff use props such as a teddy bear to introduce children to simple yoga poses.
- Staff introduce older children and toddlers to letters and their sounds. Older children have fun copying actions. For instance, they place their palm in front of their mouth and learn to say the sound 'h'. Planning is not sufficiently detailed to meet the needs of younger children in the group. Nevertheless, they enjoy the singing.
- Staff praise children for their achievements, for instance when children learn to use the toilet independently. Children develop positive self-esteem.
- The manager aims to promote an inclusive ethos at the setting. Staff provide some opportunities for children to learn about celebrations around the world and to learn about their community, for instance during visits to local shops.

Safeguarding

The arrangements for safeguarding are not effective.

Staff training, particularly in relation to safeguarding, is not fully effective. Some staff do not have a secure understanding of the procedures to follow in the event of an allegation, or who they should refer concerns to, when the manager is not present. These weaknesses have a significant impact on children's safety. Most staff understand their responsibilities under the 'Prevent' duty guidance. They understand how to identify concerns about children's welfare. The provider sets clear expectations in relation to the safe use of mobile phones at the setting. She ensures that staff with a paediatric first-aid qualification are present to meet the needs of children in the event of an accident, including on outings. She ensures that staff awaiting suitability checks do not have unsupervised access to children.

What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and
Childcare Register the provider must:**

	Due date
ensure that all staff understand the setting's safeguarding policies and procedures and know the procedures to follow in the event of an allegation	31/05/2022
improve hygiene practices to minimise the risk of cross contamination and promote children's good health, particularly in relation to younger children's snack times	31/05/2022
ensure that qualified staff are consistently available to work directly with the children and maintain good or better standards in the quality of children's care and safety	31/05/2022
ensure that staff supervision is effective to address any gaps in practice and to guide and support staff to continually improve the learning and development experiences for children	31/05/2022
improve the implementation of planning to meet the needs of individual children and to consistently promote their focus on learning.	31/05/2022

Setting details

Unique reference number	2629656
Local authority	Lewisham
Inspection number	10238126
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	0 to 11
Total number of places	60
Number of children on roll	66
Name of registered person	My Childcare and Me Ltd
Registered person unique reference number	2629657
Telephone number	02080664990
Date of previous inspection	Not applicable

Information about this early years setting

My Childcare and Me day nursery registered in 2021. It is situated in Blackheath Village. The nursery is registered for 40 children in the early years age range and 20 children aged 5 to 11 years. It is open from 7.30am to 6.30pm, Monday to Friday, all year round. A total of 26 staff work at the setting, of whom 17 hold qualifications at level 2 or above. The provider receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Geetha Ramesh

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.
- Parents shared their views with the inspector about their children's time at the setting.
- The inspector took account of children's views and had discussions with staff.
- The manager took the inspector on a learning walk and told her about what they want the children to learn at the nursery.
- The manager and the inspector completed joint observations of activities and reviewed the quality of education.
- The inspector viewed relevant documents relating to staff suitability and had discussions with the manager at appropriate times.
- This inspection was conducted following Ofsted's risk assessment process.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022