

Inspection of Uncle Peter's Daddy Day Care

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

Inspection date: 15 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and secure. Staff are close by to offer children reassurance and encouragement when required. This supports children's emotional well-being.

Children behave well and are extremely polite. The manager and staff have high expectations for the children in their care. They are good role models, and gently remind children how they expect them to behave. Children are learning to share resources, take turns and play cooperatively. This helps them acquire the social skills necessary for their next stage of learning.

Children develop good independence skills in a variety of ways. They are learning to be self-sufficient in meeting their own hygiene needs. They prepare themselves effectively for the outdoor environment, and tidy away after themselves once they have finished in their play and exploration. Children are encouraged to make their own choices in their play according to their individual interests.

Children have great fun learning in the outdoor environment. They practise their coordination skills as they pass the football between one another. Children enjoy filling and emptying containers in the sand and experiment with how they can move the sand and water using their hands and various tools.

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

- Staff implement a curriculum that follows children's interests. They gather information from parents during settling-in sessions about what children already know and can do. Staff use this information to plan activities that meet the needs of the children. They complete observations and assessments on children and share these with parents.
- Parents speak highly of the nursery. They comment on the quality of support that staff provide for their children. Parents talk about how staff share different strategies with them that they can use at home. They feel these help their children with their development.
- The manager and staff work positively with parents and other professionals to support children in their learning and development. For example, they work with speech and language professionals and implement recommendations to support the children. Consequently, all children make good progress in their learning.
- Staff positively support children's development as they play alongside them. Children benefit from the strong focus that staff place on their communication and language skills, including those who speak English as an additional language. Staff clearly emphasise key words within their interactions to help children's understanding and speaking skills. They incorporate mathematical

language during children's play as they learn concepts such as 'bigger' and 'smaller'.

- Children follow good health and hygiene routines, and engage in activities that promote their independent skills and understanding of safety. For example, children learn to use safety knives appropriately to cut through play dough in the play tray. Children learn about healthy food choices. Staff provide healthy, home-cooked food and make sure that drinking water is readily available for children.
- Children learn about what makes them unique. Staff support them to understand similarities and differences between themselves and others. Children learn about cultures, celebrations and ways of life different to those of their own. This supports children to understand the world around them.
- The manager and staff team look at the strengths and weaknesses of the setting. Overall, there is a good programme of support, coaching and training in place for staff. Staff undergo supervision sessions. However, these have not been as regular recently and therefore there is a lack of precise focus on helping individual staff to extend their practice to the very highest levels.
- Staff provide many opportunities for children to develop their literacy skills. For example, children can access a range of resources, and they enjoy making marks in various ways. Children show a keen interest in stories. They listen intently as staff read to them and include them in the story telling. Staff ask children questions about the story and children are very keen to join in. However, sometimes, staff do not give children time to answer questions or share their own ideas.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff place a high priority on keeping children safe. All staff have regular safeguarding training and can recognise the signs which could indicate a child is at risk of harm. They know the reporting procedures they must follow if they have concerns about a child's welfare. This includes the whistle-blowing procedure. This knowledge helps to keep children safe from harm. The manager knows how to recruit safely and ensure essential background checks are completed to check staff suitability. All staff are trained in paediatric first aid and keep this up to date. Regular checks of the indoor and outdoor environments are carried out to ensure that these are safe for children.

What does the setting need to do to improve?

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

- strengthen the arrangements for staff supervision and provide regular and targeted support to each member of staff, to help to extend on their good

knowledge, skills and practice

- give all children the time and opportunity to respond to questions asked, to help support their critical-thinking skills even further.

Setting details

Unique reference number	EY550122
Local authority	Greenwich
Inspection number	10213631
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	3 to 8
Total number of places	32
Number of children on roll	9
Name of registered person	Uncle Peter's Daddy Day Care Ltd
Registered person unique reference number	RP550121
Telephone number	02086170202
Date of previous inspection	22 September 2021

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 7am to 7pm, term time only. 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 three and four years.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during a planned activity.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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