

# Inspection of My Childcare and Me

1 Tranquil Vale, Blackheath SE3 0BU

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Inspection date:

13 October 2022

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## **Overall effectiveness**

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## **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 show that they feel happy and secure. Babies quickly settle into nursery routines. Pre-walking babies enjoy spending time on their tummies and begin to pull themselves up to stand. Babies and children seek out key persons for reassurance in the presence of unfamiliar adults. They receive plenty of comfort and cuddles from caring staff. Children have good opportunities to share their languages with staff from similar backgrounds. Children use comfort items from home, and staff implement care routines that their parents request. This helps children to develop a sense of belonging.

Children use attractive and accessible resources. They have regular opportunities to get fresh air and spend time in the local community. For example, staff take babies to the local heath. Children practise their physical skills, such as during indoor obstacle courses. They benefit from regular yoga sessions. Older children show their independence, including as they serve their own snacks and meals. Children have opportunities to develop their understanding of technology as they self-register on a tablet computer.

Children experience variable interactions with staff, including at mealtimes. Children have few opportunities to learn new words and build their vocabulary. Despite this, most children are confident communicators. Children make steady progress from their starting points in learning.

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

- The provider has implemented some positive changes since the last inspection. She has established a more stable team and reviewed snack and mealtime routines. The provider seeks feedback from parents and staff to help develop the service. However, the provider's self-evaluation is not fully effective in identifying all areas for development.
- Staff generally support children well to develop their curiosity and have a go during planned activities. However, some staff do not interact or engage with children sufficiently well. Although some children have meaningful conversations with staff as they eat, others have few opportunities to do so. Occasionally, staff do not speak with babies as they are changed. This hinders children from fully developing their communication and language skills.
- The provider and managers have strengthened arrangements to support and supervise staff. They organise training to help staff develop their professional practice. Managers help staff to understand how to plan and implement a more effective curriculum. However, some staff need more support to be fully effective in their roles. For example, staff sometimes fail to notice potential hazards. The provider takes prompt action to minimise risks, which contributes

to children's ongoing safety.

- The special educational needs coordinator (SENCo) is knowledgeable and skilled. She makes use of initial assessments of children's learning to identify potential gaps in their development at an early stage. This helps her to promptly support staff and engage with parents. The SENCo receives regular support and advice from a speech and language therapist to further support her role.
- Staff encourage children to explore different textures and natural materials. Older children listen to the sound of dry autumn leaves that they scrunch in their hands. Babies enjoy painting with broccoli and splashing water. Children learn more about living things through real-life experiences, such as during a recent farm visit.
- Staff help children to develop their early literacy skills effectively. Babies look closely at books. They lean forward to point at objects in illustrations and lift flaps. Staff share stories with younger children as they relax in recliner chairs. Pre-school children benefit from focused phonics sessions with a qualified teacher as part of preparing them for school.
- Staff routinely share their languages with children. They provide flexible routines and gather important information from parents. This helps staff to meet children's individual care needs. Staff send a nursery bear and diary home with children. This helps them to acknowledge and celebrate children's experiences and achievements away from the nursery. Arrangements to share information with staff at schools that children attend is less effective.
- Staff encourage children to use good manners and develop their independence. Children behave well and adjust well to new nursery routines. They now sit at tables for snacks and quickly learn how to use utensils to serve themselves. Children consider the needs of their friends; for example, as they make space for each other in order to safely remove their shoes.

## Safeguarding

The arrangements for safeguarding are effective.

The provider has taken action to reduce the risk of cross contamination while children eat. Staff implement effective hygiene routines and use personal protective equipment appropriately. The provider arranges training to update staff awareness of safeguarding issues. Staff are alert to risks to children's welfare, including exposure to extreme views, domestic violence and unsafe technology. They know to respond to indicators that a child may be experiencing abuse or harm, including concerns that may relate to a colleague. Staff maintain accurate records of children's attendance and personal care. They implement the procedure for outings effectively and know how to respond in a medical emergency.

## What does the setting need to do to improve?

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

	Due date
improve support for teaching skills so that staff increase the quality of their interactions with children and prioritise children's learning and development during routines.	24/11/2022

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

- strengthen staff's understanding of their roles and responsibilities, particularly the risk assessment procedure and how to maintain a safe environment for children
- enhance communication with staff at other settings that children attend, to promote a fully shared approach to children's learning and development.

## Setting details

<b>Unique reference number</b>	2629656
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10243967
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	My Childcare and Me Ltd
<b>Registered person unique reference number</b>	2629657
<b>Telephone number</b>	02080664990
<b>Date of previous inspection</b>	9 May 2022

## 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 21 staff work directly with children. The manager holds a qualification at level 5. A further 15 staff 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

Kareen Jacobs

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider led the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of interactions between staff and children and assessed the impact that this was having on children's learning.
- The provider and inspector jointly observed mealtime and personal care routines.
- The inspector considered the views of parents as part of the inspection.
- The provider and deputy manager met with the inspector and discussed safeguarding and staff suitability.

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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