

# Inspection of Hidden Gems Daycare Ltd

Community Centre, 113 Culvers Avenue, Carshalton SM5 2FJ

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Inspection date: 26 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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

Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children have a positive sense of belonging. For example, older children begin to recognise their name cards as they keenly register their arrival. They remember one another's names as they enthusiastically sing songs during circle time.

Children very quickly settle. They enthusiastically find their favourite toys and seek out their key person. Key staff are positive role models and children benefit from their calm and positive attitude. This impacts greatly on children's good behaviour and their emotional well-being.

Young children enjoy listening to stories read by staff. They listen intently and keenly point to pictures. Older children excitedly re-enact stories to help to promote their imagination and encourage their communication and language skills. For example, children excitedly pretend to build a house of bricks when they listen to a story about three little pigs.

Children have access to a range of opportunities based on their interests and next steps in learning. They develop good concentration skills. For example, older children concentrate when they create pictures from art and craft materials. Children proudly share their achievements with staff and visitors.

Overall, children benefit from a varied and broad curriculum. For example, young children rummage through a box of musical instruments. They remember how to make different sounds with instruments, and wiggle and jiggle. Older children begin to act out their home experiences in the role-play area. Nevertheless, there are some inconsistencies in the implementation of the curriculum.

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

- Leaders have a shared understanding of how to provide high-quality care and education. However, entries in the register do not include children's hours of attendance. This breach of requirements does not have a significant impact on children's safety, well-being or learning and development.
- Leaders act with integrity to ensure that all children access their free early education. Children are exposed to a wide range of opportunities and experiences they may not receive elsewhere. This means all children are given the best possible start to their early education and to help to prepare them for future success.
- Leaders are passionate about their roles and consistently work with staff to support their professional development and well-being. As a result, overall, the quality of teaching is good, and staff morale is positive. Staff access a range of training opportunities. They keenly implement new skills and knowledge learned.

Following recent training, staff say they now encourage children to join in with science activities and drama sessions.

- Overall, the manager's curriculum intent is ambitious and designed to meet the needs of all children. However, she has not yet fully considered how to enhance the implementation of the curriculum to an even higher level. For example, staff do not carefully consider the daily routines so as not to interrupt learning opportunities.
- Staff help to promote children's communication and language development well. For example, staff positively engage in conversation with children, comment on children's interests and build on their growing vocabulary. Although, children's diverse backgrounds and home experiences are not consistently embedded into the nursery curriculum.
- Staff know their key children well. They know children's interests, their capabilities and the skills children need to learn next. Staff use this information to plan activities and to help new children to settle in. For example, young children who like trains are encouraged to build a track to help them settle. They concentrate as they work out how to put the track pieces together.
- Children benefit from lots of fresh air and exercise while they play and learn outdoors. They have many opportunities to develop and test out their physical skills and abilities. For example, children confidently ride balance bikes and giggle as they slide down a slide.
- All children have many opportunities to practise their early handwriting skills. For example, children confidently hold writing tools and enthusiastically notice the marks they make. Children are eager and motivated learners.
- Partnership with parents and other professionals is strong. Parents comment highly on the care of their children. They welcome support from staff to quickly identify gaps in children's learning and development. Staff work with parents to identify children who will benefit from additional support. They ensure early intervention by working closely with parents and other professionals to help provide targeted support. All children make the best possible progress from when they first start.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have good knowledge of a range of safeguarding issues and how to keep children safe. They have a secure understanding of the procedures to follow if they have concerns about a child's welfare. Staff discuss safeguarding routinely and access regular safeguarding training. This helps to promote children's safety and keep staff's knowledge current. Leaders follow thorough recruitment procedures to help ensure all staff's suitability.

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

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

	Due date
maintain an accurate daily record of the hours of attendance for children being cared for on the premises.	06/03/2023

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

- improve daily routines, so that children have less interruptions in their play and learning, and they have more opportunities to become engaged and direct their play, particularly older children
- make the most of what is known about children to further value and celebrate their uniqueness.

## Setting details

<b>Unique reference number</b>	2609179
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10263029
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Hidden Gems Daycare Ltd
<b>Registered person unique reference number</b>	2609178
<b>Telephone number</b>	07515 255092
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Hidden Gems Daycare Ltd registered in 2020. It is located in the London Borough of Sutton. The setting operates from 9am until 2pm Monday to Thursday, term time only. There are six staff, including the manager and nominated individual, all of whom hold appropriate early years qualifications. The nursery provides funded early years education for children aged three and four years

## Information about this inspection

### Inspector

Jane Morgan

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting.
- The inspector carried out a joint observation of group activities with the manager.
- Parents shared their views of the setting with the inspector.

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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