

# Inspection of Lovedaycare

23 Temple Hill Square, Dartford DA1 5HY

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Inspection date: 28 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are happy and engaged in play at this setting. They form strong bonds with all the staff who support them well. Children illustrate this as they thoroughly enjoy playing board games with staff. The role of the key person is embedded throughout the setting. Children have strong bonds with their key person. Staff are highly responsive to children's needs throughout the day. For instance, they are quick to notice changes in the children's moods and when they need a sleep. Children are gaining a wonderful understanding and respect for everyone within their diverse community. For example, they share their home languages, experiences and celebrations with staff and their friends.

Children enjoy regular physical play, fresh air and exercise. For example, they enjoy daily walks. This helps to build up their stamina, strength and coordination. Children show a positive attitude to learning and get along well with their friends.

Following the COVID-19 pandemic, staff have identified children's personal, social and emotional development as a priority. As a result, staff have implemented strategies to help support children's interaction with others. For example, they have introduced 'reading time', where children retell their favourite stories to their friends. Staff skilfully model new vocabulary and extend children's learning. For example, they name different colours as children play. Children with special educational needs and/or disabilities and those who speak English as an additional language are further supported by staff and outside professionals. For instance, staff use photos of routine tasks to help children develop good communication and language skills.

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

- Staff plan and implement a broad curriculum which is linked to children's interests and what children need to learn next. They have a clear curriculum intention, which focuses on supporting children to gain school readiness skills. Children are encouraged to develop good independence skills. For example, they self-select their own water bottles, choose a snack and can blow their own noses.
- Children behave well at the setting. When children start to run indoors, staff remind them to use their 'walking feet'. Staff reinforce rules daily, and children repeat the setting's 'golden rules' back to staff to embed this knowledge. Children can share and take turns with toys and are respectful to their friends and staff. This means that children develop a secure understanding of expectations and boundaries.
- The manager is highly supportive of the team's well-being and provides good levels of support and guidance, for example by rewarding staff for their

achievements. These simple yet effective methods boost staff's confidence and improve their welfare. Staff are further supported with regular meetings. They attend daily catch-ups to discuss the day ahead. They have monthly meetings with an outside visitor delivering talks about different topics. For instance, understanding what children are learning from the setting environment and how to enhance it. Consequently, children benefit from the enhanced interactions these opportunities provide.

- Staff have access to online training and any other identified courses to keep their knowledge up to date. They are comfortable approaching the manager to request further training, for example regarding food hygiene, or getting ready for Ofsted. Staff have every opportunity to extend their knowledge further. The manager is highly organised at ensuring staff have access to ways of improving their personal development.
- Parents compliment staff on their good communication. They say staff deal with queries or concerns promptly and effectively. Parents receive regular feedback on their child's development at drop off and pick up. They claim children are always happy entering the setting and seeing the friendly staff. Parents state that staff offer interesting activities, and that they clearly see the progress their children make, especially with their confidence.
- Children learn about living a healthy lifestyle. They learn to be independent and to follow good hygiene practices. For example, children are encouraged to wash their hands before eating and wipe their own noses and put the tissues in the bin. Children show great delight at their achievements and staff celebrate by giving lots of praise. This helps to support children's confidence and self-esteem. However, there are some occasions during routine times of the day where staff interactions are not fully successful. For instance, during lunchtime, staff are not deployed effectively to fully support children in successful interaction with each other and staff. This does not fully support communication and language development and social skills.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their role in safeguarding children. They know the possible signs that a child may be at risk and how to report any concerns about children's safety and welfare. Staff are aware of the process involved in reporting concerns about children and adults. They know where to find this information displayed on a noticeboard in the setting. Staff extend this knowledge by discussing safeguarding at meetings and attending training courses. Rigorous and robust recruitment procedures are in place for all staff. Staff strive to ensure children are in a safe and secure environment.

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

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

- improve staff deployment during routine times of the day to provide children with consistently high-quality interactions.

## Setting details

<b>Unique reference number</b>	2620787
<b>Local authority</b>	Kent
<b>Inspection number</b>	10276058
<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>	2 to 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Lovedaycare Limited
<b>Registered person unique reference number</b>	2620786
<b>Telephone number</b>	07803173244
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Lovedaycare is privately owned. It opened in January 2021. The setting operates from a shop front in a residential area in Dartford. The opening times are 7.30am to 3pm, Tuesday to Friday. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 4 members of staff, 3 of which hold appropriate qualifications at level 2 and 3.

## Information about this inspection

### Inspector

Lynne Murray

## Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during lunchtime.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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