

# Inspection of Sweetcroft Day Care

Perseverance Scout Hut, 118 Sweetcroft Lane, Uxbridge, Middlesex UB10 9LQ

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Inspection date: 24 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Staff create an environment that helps children to feel secure and safe. Younger children become familiar with the areas of the room that they will use as they progress through the nursery. As children transition from the toddler room to the pre-school room, they know what to expect from the familiar routine. Children are happy and confident as they explore and play.

Staff create activities that children find interesting. Children are curious as they explore what happens as they pour water down a water wall using jugs and funnels. Staff develop children's physical skills. For example, children reach up high to pour water, mould play dough using a variety of tools and play on wheeled toys in the garden. Staff encourage children to have a go and experience setbacks in their play. Children persevere and build their resilience and self-esteem.

Staff share their expectations of children's behaviour in a way that they understand. Children know which areas of the nursery belong to them and how to use them safely. Staff promote a culture of kindness among children. They teach children to share and take turns. When children struggle to listen to each other, staff step in and support them to cooperate with one another. Children understand the impact their actions have on others. They behave well.

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

- Managers and staff create a curriculum with a clear learning intent. They aim to support children to become confident, happy and independent. This vision is clearly shared with all staff. Staff create learning opportunities for children that help them to reach their developmental milestones.
- Managers and staff understand that some children will need additional support with their learning. They work with external experts to help to plan exciting learning opportunities for children. Staff know how to support children to be independent learners who do things for themselves. Children with special educational needs and/or disabilities reach their milestones.
- Staff find out what children know and can do. They work together as a team to support individual children to build on their prior knowledge and skills. Children develop their knowledge and skills across the breadth of the early years curriculum. They are well prepared for the next stage of their education.
- Staff plan activities that children find interesting. However, on occasions, managers do not focus peer-to-peer observations to support staff's understanding of how to support older children's learning. At times, older children do not have access to the most ambitious learning opportunities within focused activities.
- Staff are skilled at supporting children's mathematical development. Across the

nursery, children of all ages count objects. Staff extend children's understanding of concepts by asking them to solve problems by taking away and adding different amounts. Children are well prepared for the next stage of their education.

- Care practices are effective. Babies sleep in the calm environment of the cabin, and wake to cuddles and reassurance from friendly staff. Staff create individual care plans for babies, including planning sensory food activities that cater for their dietary requirements. Babies are able to explore safely as they gain independence.
- Staff understand how to support children to develop their communication and language skills. However, on occasions, managers do not always deploy staff effectively to support all children to have the most ambitious opportunities to interact with staff. Across the nursery, children do not always benefit from the most challenging opportunities to develop their fluency.
- Parents are happy that their children make progress with their learning. They report that their children become increasingly confident at the nursery and make friends. Parents say that the information they receive about their child's learning is personalised. They comment this helps them to understand how to continue their children's learning at home.
- The manager is reflective of her practice. She regularly arranges professional development opportunities with all staff. This helps staff's understanding of child development to continue to improve over time.

## Safeguarding

The arrangements for safeguarding are effective.

Managers create policies and procedures to ensure that children are safe. These are effectively shared with staff. Staff understand the safeguarding issues that may affect children in their care. They know how to report their concerns to their local safeguarding partnership. Staff know what action to take in the event of a concern relating to an adult. They attend regular training to help to keep their knowledge and skills up to date.

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

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

- develop support for staff to help them to plan activities that are ambitious for all children
- strengthen the deployment of staff to give all children access to the most ambitious opportunities to learn new language.

## Setting details

<b>Unique reference number</b>	EY363185
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10301170
<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 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Weeden, Lynda Jane
<b>Registered person unique reference number</b>	RP511338
<b>Telephone number</b>	07958916229
<b>Date of previous inspection</b>	18 January 2018

## Information about this early years setting

Sweetcroft Day Care registered in 2007. The nursery operates from a scout hall in Uxbridge in the London Borough of Hillingdon. It is open Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. The nursery is in receipt of funding to provide early education to children aged two, three and four years. It employs 10 staff, including the manager and the cook. Of these, eight staff hold appropriate early years qualifications at level 3 or above.

## Information about this inspection

### Inspector

Kate Daurge

## 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 nursery.
- The inspector viewed the nursery and the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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