

Inspection of More 2 Childcare

The Forum At Greenwich, Trafalgar Road, London SE10 9EQ

Inspection date:

28 July 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are highly motivated and self-assured learners. All children, including those in receipt of additional funding, make secure progress across all areas of learning. Leaders devise an ambitious and well-designed curriculum that stretches children. Children reach their full potential.

Children demonstrate high levels of curiosity in play and learning and maintain excellent engagement. For example, babies delight in making marks on large sheets of paper, using different tools and their hands. Pre-school children build their fine motor and investigative skills as they use pipettes to collect water into tubes. They observe intently what happens when colour and soda are added to the water. They speculate on their ideas and use words such as 'fizzy' when discussing the liquid mixture.

Staff set high expectations for children's learning and use their knowledge of child development very well to plan for what children need to learn. They organise the learning areas exceptionally well. Babies move around competently in the well-organised room, exploring sensory toys and building on their curiosity. Toddlers become enthralled when exploring ducks and water alongside staff, and they sing the 'Five Little Ducks' nursery rhyme. Children display high levels of self-esteem and excitedly make independent choices in their play.

Children are very active learners. Leaders and staff ensure that the routine and structure of the day enables children to spend a significant amount of time outdoors, climbing and manoeuvring on play apparatus and investigating nature.

Children feel extremely happy, safe and content in the nursery. Staff set high expectations for children's behaviour. Children are highly confident and behave well for their age.

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

- Leaders are highly committed to providing the best quality of care and education to children. They structure the curriculum with children and their families in mind. The curriculum is broad and highly ambitious. For instance, leaders place great emphasis on developing children's knowledge, including in subjects such as mathematics, and understanding of the world to support their future learning. Children of all ages benefit from highly stimulating and engaging learning experiences. Children are exceptionally eager to explore, investigate and learn.
- The dedicated staff team knows children extremely well. Staff demonstrate a deep understanding of children's care and learning needs. Teaching is consistent and tailored to children's individual needs and stages of development. Leaders

and staff act promptly to organise extra support, working highly effectively with outside agencies to ensure that no child is left behind. All children, including those with special educational needs and/or disabilities, make excellent progress from their starting points of entry.

- Leaders are highly successful in evaluating the effectiveness of the provision. They place high priority on staff's professional development. They work collaboratively with higher educational institutions to share and promote best teaching practice. Staff benefit from training opportunities to help them to extend their practice. For instance, recent training in literacy has successfully enhanced the curriculum in this area of learning. Children have a strong passion for books, and staff read with enthusiasm. Babies and toddlers maintain high levels of engagement and concentration during story time activities. Older children easily recognise letters of the alphabet when they are developmentally ready. They show high levels of confidence when practising writing their names.
- Staff are attentive to the children's needs. They are highly skilled in supporting children's social and emotional development. They use a gentle and calm approach to speak to the children. They consistently reiterate the importance of kind hands and use a well-tailored approach to help children who find certain situations challenging. Staff build trusting and secure relationships with children and offer lots of praise to boost their self-esteem. Children are emotionally secure and behave well.
- Children are highly independent and responsible. Staff intuitively teach children to acquire self-care skills and good personal hygiene. For instance, staff teach toddlers how to wash their hands independently and dispose of used tissues in the bin. Children aged two and three years are encouraged to serve their meals, scrape off leftover food into the bin and clean their faces after eating. Children complete these tasks with increased confidence and competence. Not only do children acquire skills in readiness for school, but they are also well prepared for life.
- Leaders and staff use highly effective strategies to support parent engagement. Staff consistently share information about what children are learning, and what they need to learn next, with parents. They provide activity packs for parents to support their children's learning at home. These packs are regularly reviewed to assess the impact on children's learning. Parents give extremely positive feedback about the service and report that their children have made excellent progress, particularly in their communication and language development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff get to know the children and their families well, and they ensure that the needs of all children are met. Staff demonstrate a suitable knowledge and understanding of the nursery's safeguarding policy and implement this effectively. Staff know the correct reporting procedures to follow when there are concerns about a child's welfare. Leaders follow rigorous recruitment and vetting processes to ensure that staff are suitable to work with children. Staff continuously risk

assess the learning environment to remove any potential risks, which helps to keep children safe.

Setting details

Unique reference number	EY496784
Local authority	Greenwich
Inspection number	10302161
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	0 to 4
Total number of places	100
Number of children on roll	104
Name of registered person	More2childcare CIC
Registered person unique reference number	RP907511
Telephone number	020 8853 3644
Date of previous inspection	11 April 2018

Information about this early years setting

More 2 Childcare registered in 2016. The nursery is located in Greenwich. The nursery is open from 8am to 6pm, Monday to Friday, for 50 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 33 staff who work directly with children. Of these, 17 staff hold qualifications at level 2 or above. One staff member is qualified at level 6.

Information about this inspection

Inspector

Josephine Afful

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 inspector conducted a learning walk with the manager of the nursery and discussed the curriculum intent for children's learning and how the early years provision is structured.
- Some parents were spoken to and their views were taken into account to assess the effectiveness of partnership working with parents.
- The inspector observed staff's interactions with children and assessed the impact these have on children's learning.
- Documents, such as evidence of staff's suitability and qualifications, were scrutinised by the inspector.
- A joint observation was conducted by the inspector and the manager, and discussions were held about children's learning.
- The inspector interacted with children and spoke to staff at appropriate times.

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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