

Inspection of Hodan Day Care

Etta Community Hall, Gosterwood Street, London SE8 5PB

Inspection date: 3 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Children settle at the nursery with support from the kind and considerate staff. Staff reassure children as they arrive with warm greetings and soothing words, helping them to feel safe and secure. They know children well and adapt their care and learning approaches to children's individual needs. For example, staff recognise that children with special educational needs and/or disabilities (SEND) benefit from some individual time with staff when they arrive to help them settle into the routines of the day.

Staff find out and plan for children's interests and learning needs. Staff provide opportunities for children to develop the skills required for the future. For example, children manipulate play dough, use jugs for pouring and make marks with paintbrushes and pens. This helps strengthen their arm and hand muscles for later writing. Children develop a keen interest in reading. They choose to look at books and listen to many stories read well by staff.

Staff follow plans that clearly identify the knowledge children will learn and in what order. They check regularly what children know, understand and can do. They use this information to decide what children need to learn next. Children, including those with SEND, those who speak English as an additional language and those who are in receipt of additional funding, make good progress.

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

- The manager is enthusiastic and dedicated to her role. She uses her wealth of experience to lead her staff team well. The nursery has staff who are developing their own knowledge and skills through their ongoing continual professional development to enhance their practice. The manager provides effective coaching, supervision and support. Staff say that they enjoy their roles and feel valued and supported.
- Overall, the manager and staff implement an ambitious, well-sequenced curriculum. However, sometimes, staff do not identify opportunities in children's play when they can take their learning to the next level. For instance, staff do not consistently challenge children's learning to build on what they know and can already do. In this way, children are not consistently provided with high levels of challenge throughout the day.
- Children, including those who speak English as an additional language, are becoming confident communicators and readily chat with visitors. Staff are good role models. They use clear speech and repeat simple words and phrases to secure children's understanding. Children's communication and language is a key focus of the nursery.
- Staff support children to develop their mathematics skills. Children confidently

count and recognise numbers displayed and written in chalk in the outdoor area. Staff introduce names of shapes as children play. During a painting activity, staff support children to compare lengths as they add string to paint to make patterns.

- Children behave well. Although the staff have high expectations of children and encourage them to carry out tasks independently, at times, they do not consistently reinforce these expectations. For example, at lunchtime, staff serve the children food and set the table for them. They also put aprons and coats on children, which they are more than able to do independently.
- Partnership with parents is good. Parents are positive about the setting and the care and attention their children receive from staff. They highlight how much progress their children have made over time. Parents appreciate the information they regularly receive about their children's progress and the ideas for how to support their learning at home. Staff work closely with parents and professionals from other agencies to identify children with SEND early.
- Children eat healthy foods at mealtimes and learn about healthy lifestyle choices. Outdoors, children run and show increasing balance as they step along stepping stones and climb on crates. Staff consistently implement good hygiene practices. Children begin to learn to manage their own personal needs, such as washing their hands before eating.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate secure knowledge of the nursery's safeguarding procedures and understand their duty to protect children in their care. They know the procedures for reporting any concerns about children and adults to the designated safeguarding lead in the nursery and to the appropriate authorities. All staff complete regular safeguarding training to keep their knowledge refreshed. Recruitment of staff is robust and there are procedures in place to check that staff remain suitable for their role.

What does the setting need to do to improve?

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

- support staff to strengthen their teaching strategies to consistently challenge and extend children's learning
- enhance opportunities for children to develop independence through daily routines.

Setting details

Unique reference number	EY411352
Local authority	Lewisham
Inspection number	10305504
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	2 to 4
Total number of places	37
Number of children on roll	17
Name of registered person	Children And Family Care Limited
Registered person unique reference number	RP529836
Telephone number	0208 691 3202
Date of previous inspection	23 February 2018

Information about this early years setting

Hodan Day Care registered in 2010. The setting is based in Deptford, in the London Borough of Lewisham. The setting is open Monday to Friday, from 8.30am to 3pm, term time only. There are five staff who work directly with children, including the manager, who holds a level 4 qualification. Other staff members are qualified at level 2 or above. The setting also employs a cook and two cleaners. The setting receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Tracey Murphy

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 her curriculum and what she wants the 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 education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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