

Inspection of Louise's Daycare

William Temple Church, 180 Eynsham Drive, London SE2 9PT

Inspection date: 23 May 2025

Overall effectiveness	Good
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

Staff eagerly greet children at the beginning of the day. They ask how their morning has been and tell them about the exciting opportunities for play on offer that day. Children separate easily from their parents and carers, happily waving goodbye to them as they leave.

Children quickly settle at activities set out by staff as part of their ambitious and broad curriculum. They show sustained focus and concentration in their play, using their imaginations as they fill pots with sand, using small spoons as candles and singing 'Happy Birthday' to each other. Children are proud of what they achieve and call staff to see what they have made. Children understand that staff are nearby to help where needed, and this gives them the resilience to persevere when tasks become tricky.

The behaviour of children is good. Children form friendships and enjoy taking part in group games such as 'What's the time Mr Wolf?'. Staff are excellent facilitators of play and support children to learn to share and negotiate conflict. Staff provide children with lots of praise and encouragement, building their confidence and self-esteem.

Children with special educational needs and/or disabilities (SEND) are well supported within the setting. Staff work proactively with other agencies involved in children's care to provide consistent support for children and families.

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

- Staff at the setting know their children well. They talk confidently about how they plan, observe and track children's development to ensure they continue to make good progress in all areas of their learning. Staff complete termly progress reports for all children. This allows them to evaluate progress and identify any gaps in children's development. Children are well prepared for the next stage of their learning.
- Staff create a language-rich environment for children. They provide a narrative to children's play and ask them questions that allow them to share what they have learned across the week. Staff use sign language with children. Younger children confidently sign 'more', 'please' and 'thank you'. Children develop wide vocabularies, using words such as 'invisible' in context as they play.
- Children learn about the world around them and what makes them special and unique. Children have been discussing their families across the month and confidently share with others who makes up their family, including parents, siblings and grandparents. Children listen respectfully to each other as they talk. As children draw their families and themselves, they talk about their unique

features, such as hair and skin colour.

- At the present time, the arrangements for lunchtime do not meet the needs of all children. Children sit down table by table, and as some are just starting, others are almost finished. As those finishing begin to move to wash their hands and staff clear tables, others become distracted and do not want to finish their meal, as they want to play. There is lots of movement, and the atmosphere of a calm, social mealtime is lost.
- Children enjoy being physically active within the setting's large outdoor space. They ride bikes and scooters with competence, learning to negotiate space and obstacles. Children use the climbing equipment, climbing up bridges, rock and rope walls and coming down the slide. Children balance on beams and follow patterns, using the hopscotch to jump on one and then two legs.
- Partnership with parents is good. Parents speak highly of the setting. They appreciate the advice and support staff provide to them regarding supporting milestones in children's development. Parents know who their child's key person is and what the current focuses are for their learning. Parents talk about the progress they have seen in their children since starting, especially in terms of confidence and speech and language.
- Managers are reflective and regularly seek the feedback of those using the setting. Managers share plans to incorporate more local trips for children into their offerings following suggestions made by parents. Managers work closely with the local authority and swiftly implement suggestions to improve practice. For example, they use smaller jugs at mealtimes so children can pour their own drinks.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review the arrangements for lunchtime to ensure it meets the needs of all children.

Setting details

Unique reference number	2712033
Local authority	Greenwich
Inspection number	10380611
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	1 to 4
Total number of places	22
Number of children on roll	33
Name of registered person	Azubuike, Obianuju Lois
Registered person unique reference number	2712031
Telephone number	07949689366
Date of previous inspection	Not applicable

Information about this early years setting

Louise's Daycare registered in 2022. It is based in Abbey Wood in the London Borough of Greenwich. The setting is open Monday to Friday, from 7am to 6pm, for 51 weeks of the year. The setting employs seven members of staff, four of whom are qualified at level 3 and above. The setting offers provision of free early education to eligible children.

Information about this inspection

Inspector

Natalie O'Leary

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity 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 setting.

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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