

# The Lighthouse Nursery

Halls Farm House, Milk Street, BROMLEY, BR1 5AG

## Inspection date

Previous inspection date

11/07/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- The setting is exceptionally well led and managed by an expert manager who has an extensive understanding of how children learn.
- Children feel extremely safe in the nursery because staff are highly skilled and sensitive in helping children form strong emotional attachments.
- Children's needs are quickly identified and met through excellent partnerships with parents.
- The nursery provides a highly stimulating environment with resources and activities that promote learning and challenge children. As a result, children make excellent progress.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## **Inspection activities**

- The inspector observed activities involving children and staff.
- The inspector sampled children's developmental records.
- The inspector spoke to a number of parents of children attending.
- The inspector looked at the arrangements for keeping children safe.
- The inspector looked at the setting's own self-evaluation.

## **Inspector**

Debra Davey

## Full Report

### Information about the setting

The Lighthouse Nursery is privately owned and opened in 2013. The nursery is in a converted farmhouse and is situated in Bromley, Kent. It has a secure garden for outdoor play and is situated at the end of a lane surrounded by woodland and allotments. The nursery is registered on the Early Years Register. The staff team follow a combined educational approach using Montessori and Highscope teaching methods. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are currently ten children on roll. The nursery is open from 7.30am until 6.30pm, all year round except for one week at Easter and one week at Christmas. Nine qualified staff work with the children. Staff hold a variety of recognised childcare and education qualifications including National Vocational Qualifications at Level 3, Early Years Professional Status (EYPS) and Qualified Teacher Status (QTS).

### What the setting needs to do to improve further

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

- displaying the list of children's dietary requirements in the dining area, so that staff serving food are able to refer to it when needed to be fully aware of children's individual dietary needs.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

There are varied and imaginative experiences for children because staff have expert knowledge of the areas of learning and an excellent understanding of how children learn. The nursery is highly stimulating with accessible resources that promote learning and challenge children's development and progress. Children are able to choose activities themselves as well as those led by adults. The activities for the day are discussed at circle time and children are encouraged to talk about their choices. The Montessori activities are very popular because children learn to solve problems with the skilled support of adults. For example, younger children are eager to try pouring and measuring activities that their older friends are able to do by themselves. Later in the day, children are asked to talk about what they have been doing and to plan new activities. This support for children to take charge of their own learning means they are extremely enthusiastic and very well motivated to learn.

There are rich opportunities for early writing experiences using chalks, pens and crayons. Children know that print carries meaning due to clear labelling throughout the nursery.

They show a real love of books and staff sit and read to them on request. Children know their favourite stories and make choices based on their interests. They recognise the letters in the title of the books and staff teach them the sounds that letters make. As a result, children start to develop skills in preparation for learning to read in the future.

Children are encouraged to learn about numbers and other mathematical concepts extremely well. For example, young children learn about shape and know the names of different shapes. They are encouraged to build using construction blocks, and to build horizontally and vertically. Children learn to count through everyday activities, such as counting how many cups there are and using specialist equipment with counting blocks. They learn the concept of time when they play in the role play area and count how many minutes the cake will take to cook in the microwave. The resources used for role play are an excellent balance of real and toy resources, which makes them very attractive to children. For example, children have made up games using a table lamp, pretending there is a genie inside. Many of the resources reflect children's individual cultures allowing children to role play based on their own experiences of the world. Their home language is respected and valued. For example, French speaking children are encouraged to use French in play and all children have learnt French number songs. There are community languages on display on the hallway and all children have the opportunity to see photographs of their families on display. This helps children to learn about differences in their own and other peoples cultures.

Children enjoy and show talent for expressive art and designs. They make collage from unusual materials, some of which they have found in the woods. They enjoy technology as they watch colour changing patterns of LCD lights projected on the walls. They explore rhythm using real musical instruments and create three-dimensional models to use with the train set.

Children enthusiastically explore the world when they hunt for bugs and worms in the garden. They dig using tools to find worms and take their exploration further to the local woods. This extends children's learning experiences in a different environment. Children use magnifying glasses to look for the bugs and bring leaves and twigs into nursery for display. Effective labels remind children to water the plants each day, and books are used to feed their curiosity about the natural world.

### **The contribution of the early years provision to the well-being of children**

All staff are highly skilled and sensitive in helping children form emotional attachments. Children's needs are quickly identified and exceptionally well met, through strong partnerships with parents. Staff plan ahead to cater for the different needs of the children before they start. Staff gain excellent information and ask parents effective questions, which enables them to gain an excellent overview of the child's likes and dislikes. This information is used well when children settle in. For example, a new child who takes a liking for a particular member of staff is cared for all day by that member of staff, enjoying stories and cuddles. This provides consistent care and helps children feel secure and to flourish in the new situation. Due to this kind and sensitive support when they first start,

children have developed close friendships and share ideas with each other. Staff talk to children about turn taking and teach them to take responsibility, for example, helping younger children with the Montessori resources and helping to tidy up activities. This willingness to take part means that children are happy in the nursery and develop extremely good skills that will support them with their future learning.

Children thoroughly enjoy a range of opportunities that contribute to them developing a healthy lifestyle. They have planned and spontaneous physical play in the nursery garden as often as possible. They have special nursery wellington boots to play outside and enjoy fresh air in all weathers. They keep cool in the sunshine as they play with water using the hosepipe. Children learn to balance by leaping on and off tree stumps. They negotiate space as they ride bikes, climb and run during trips to the adjacent woodland. They learn about how food grows and keeps them healthy through discussions at mealtimes and visits to the nearby allotments. Weekly ballet classes help children to move with increasing confidence and control. By taking part in the physical activities, children learn what happens to their bodies when they are active. Children learn to use tools, such as scissors and cutlery with good control to keep themselves safe. There are effective routines for hygiene, which children quickly learn. They know they need to wash their hands before snack to keep the germs away. Staff use nappy changing routines to help children feel secure by talking and singing to them. The individual sleep routines of younger children are supported and they can rest when they are tired.

Children's dietary requirements are known to staff, and met effectively by the cook, who prepares fresh and nutritious food daily. Vegetables are carefully prepared to maximise their appeal and vitamin content for children. Some parents have stated that their child enjoy vegetables more as a result. Alternative dishes are prepared for children with special dietary requirements to meet their individual needs. However, a copy of children's dietary requirements is not displayed in the dining room to enable staff serving food to refer to it if any queries arise relating to children's individual dietary needs. Children are encouraged to feed themselves independently with support from staff and to help themselves to drinks throughout the day. Food is plentiful with a full range of meals planned for different times of the day. Children enjoy seconds, including vegetables. This shows that they understand the importance of a healthy diet very well.

### **The effectiveness of the leadership and management of the early years provision**

The manager, who is also the owner, was a childminder previously to changing her business to a nursery. The manager and her team currently care for some of the children who they have previously cared for as childminders. It is evident that the children are continuing to make excellent progress in the nursery because the childminder has continued to maintain the highest quality and standards. She fully understands her responsibility to meet the safeguarding and welfare requirements and those for learning and development. Due to highly effective and inspirational management, the graduate level team have an excellent understanding of child protection and are proactive in taking steps to keep children safe. Through training and supervision, all staff are aware of the

setting's policies, procedures and how to report concerns. Matters relating to health and safety are quickly identified and addressed using the setting's thorough risk assessment procedures. There are robust recruitment procedures in place to check staff suitability. There are also very effective systems in place to prevent unauthorised persons entering the premises through using cameras and entry codes. This safeguards children extremely well.

A range of comprehensive policies are in place to support the smooth running of the nursery. The manager acts as an exemplary role model to demonstrate best practice and ensures that it is fully embedded in the nursery. All staff are highly qualified and take part in regular supervision to identify best practice. This means that they share the inspiring aims and objectives of the management team. This includes a continuous drive to suggest and implement further stimulating experiences for the children. The supervision and training programme is highly reflective and provides staff with the drive to continuous development. This results in excellent outcomes for children.

Staff have extremely good relationships with parents and actively seek their views and opinions. Staff provide daily feedback and work with parents if they have any concerns about their children's development. There is a trusting partnership between staff and parents, which means that children are nurtured and able to flourish. Staff also work with other agencies that are involved in the children's care. This provides consistent care and learning for all children and ensures that they are ready for the next stage of learning by the time they move on to school.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY455336
<b>Local authority</b>	Bromley
<b>Inspection number</b>	901163
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Antoinette Osahon
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 464 2553

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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