

# Regal Brook Nursery

38 Upper Wickham Lane, Welling, DA16 3HF

## Inspection date

Previous inspection date

12/05/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- Children settle well due to the kindness and the close relationships that staff have with parents and carers.
- Children are supported to develop their social, self-help skills and to be independent. This helps them to adjust to nursery and to prepare for the next steps in their learning.
- When children attend other settings delivering the Early Years Foundation Stage, key persons work closely with them to ensure that care and learning is continuous.

### It is not yet good because

- Planning is not established enough to ensure that children are participating in activities that promote learning at all times.
- The staff team are not consistent in helping children to develop their understanding of safe play and behavioural expectations.
- Systems to monitor the setting and educational programmes are not sufficient enough to promote continuous improvement and to enhance outcomes for children.

## 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 in the two indoor rooms and outside play area.
- The inspector had discussions with the parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including safeguarding procedures.

## Inspector

Karen Scott

## Full report

### Information about the setting

Regal Brook Nursery registered in 2013. It operates from premises at the back of the Freedom Church International church in Welling, Kent. It has use of one main hall, a separate smaller room, a kitchen, toilets and an enclosed outdoor play area. The nursery serves local families. It is open each weekday from 9.00am until 6.00pm all year round.

The nursery is registered on the Early Years Register. There are currently eight children on roll, all of whom are in the early years age range, all in part-time places.

There are two members of staff, both of whom hold appropriate early years qualifications to at least National Vocational Qualification at level three. The setting receives funding for the provision of early education for children aged three and four-years.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the behaviour management policy is implemented consistently in regard to providing children with clear and consistent messages about how to behave appropriately, including explanations of why some behaviour is unacceptable.

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

- develop the way assessment is used to plan activities that support children to make developmental progress
- build on how evaluation is used to enhance practice and promote positive outcomes for all.

## Inspection judgements

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

Children play in a bright and welcoming environment. Toys and resources offer potential learning in all areas and are arranged around the room enabling children to make choices about what they play with. Other toys and resources are easily accessible and children may choose from them too, becoming independent learners. Play is child led but staff interact with children to extend on activities and to promote further learning. Children are

new to the setting and staff are supporting them to make friendships, to play together as well as alongside each other. There are some strategies in place that are helping children to develop turn taking and sharing as they are currently struggling with this as they adjust to being in a nursery. However, children require further input and strategies to develop this skill. Staff give children clear instructions which develops their listening skills and ability to follow instructions. However, children require further support to develop their communication skills. Strategies such as using picture cards for communication help children to make their needs known. Children are helped to recognise their names by self-registering and hanging up coats on arrival. Books are easily accessible and children move them around the room to add to play experiences. Children enjoy looking at books and their interest is ignited when adults look at books with them. They particularly enjoy taking books home and sharing them with their families. This also makes a connection between the home and the nursery. Staff support children's understanding of mathematics when they support them as they print with a variety of shapes. However, there are missed opportunities to develop children's counting skills as they make towers, for example. Children enjoy sorting and arranging natural objects such as conkers, and staff create opportunities for children to think about and discuss mathematical concepts, such as more and less.

There are many opportunities for children to develop their pre-writing and writing skills as they play in and outdoors. This includes dancing activities to help children develop co-ordination. Children show good spatial awareness as they manoeuvre cars and pushchairs around the setting. However, some children require further support and guidance on playing safely, such as by not running excessively fast indoors. As children develop skills when playing with dough, staff are skilled at stepping in and modelling how to use tools, rolling pins for example. Children observe staff and develop their skills through observation. Programmable toys are easily accessible and children explore the sounds that they make. They use headphones successfully to listen to sounds and music. Children play with dolls that reflect diversity, discussing the differences that they see, learning about others. When adults observe children's interest in mini beasts in the garden they join them as they explore, adding to the experience as they discuss what they see. There are many eye catching posters indoors and items of interest outdoors. When staff see children exploring and looking at interesting things they join them to build on their knowledge and understanding. However, when children look at them without adult input they struggle to share and to take turns as they do so. Children play together during imaginative play, taking on roles and acting out real life scenarios. A wealth of role-play toys and resources support co-operative play. Children enjoy creating individual works of art. They are proud of their creations which staff praise, encouraging them to share them with their friends and families. Children play musical instruments competently, making rhythms together. They enjoy music and movement which helps them to settle when they arrive.

Parents are welcomed warmly to the nursery and are free to settle their children. When their children start at the nursery they share information with key persons about what their children enjoy playing with and their developmental progress in all areas of learning. This enables staff to ensure that children's favourite toys and resources are available when they arrive and to continue learning. Each day key persons discuss with parents and carers what their children have been doing, their achievements and ideas for how learning can be extended at home. Children have been attending for a very short period of time so

staff are supporting them to settle before making written assessments of their learning and development. Staff are observing children to build on their understanding of how they learn, their interests and where they require further support. Although they are thinking of activities that will expand on individual children's learning and development, they are not always acting on them consistently to promote learning. Children are making sound progress in their personal, social and emotional development as they settle into nursery and this has been the main emphasis in learning. When children have additional needs, key persons work very closely with parents and carers, monitoring progress and putting plans in place to give children the extra support they require.

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

Children are welcomed warmly and have formed strong relationships with the adults, helping them to feel safe and secure. Children are relatively new to the setting and staff are skilled at helping them to settle, making available favourite toys and offering comfort when required. However, children are adjusting to nursery life and to the behavioural expectations that include sharing, taking turns and safety awareness as they play. Although staff are supporting children to develop their social skills there are occasions when they do not always make their expectations clear, resulting in children not always behaving appropriately, or having a clear idea of what their behaviour means to others. Children are being supported to be independent learners and to take charge of their own welfare needs. They use the bathroom independently and know why and when they need to wash their hands, demonstrating good skills. Lunch and snack times are social occasions with children and adults engaged in conversation. Snacks are nutritious, and children discuss the taste, colour and texture of the variety of fruits that staff introduce them to. Staff eat with children to model good table manners and they liaise with parents and carers over what constitutes a healthy packed lunch. Although older children unpack their lunches themselves, there are missed opportunities for children to further develop their self-help skills at these times; children do not pour their own drinks, for example.

The nursery is warm and welcoming and staff have worked hard to make the outside area a bright and interesting environment too, making good use of the available space. Children do not make free choices about playing inside or outdoors, as the garden is not accessible from indoor play areas. However, staff ensure that children play outside daily, helping them to understand the importance of fresh air and exercise to a healthy lifestyle. There are also opportunities for children to develop their physical skills indoors, such as by playing with soft footballs and riding on toy vehicles. Staff support children to be emotionally prepared for school, and key persons are working closely with parents and carers to plan activities that prepare them further. For example, they are supporting children to recognise and begin to write names, and they plan activities that involve changing in and out of clothing in preparation for physical education.

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

Children play in a safe and secure environment. Adults do daily checks of the indoor and outdoor areas to ensure that they are safe for children to play in and take action to minimise any potential risks. All staff participate in safeguarding training to ensure that they are up to date on the procedures to follow should they have any concerns about a child in their care. They understand their role in safeguarding children and ensure that parents and carers are aware too. Policies and procedures are detailed and shared with parents and carers so that they are fully aware of the setting's practices. Staff participate regularly in training that builds on their knowledge and understanding and helps them to provide care that evolves. The recruitment procedure is robust and plans are in place to review staff practice and to participate in further training. Parents and carers views and opinions are valued and, after consultation, changes are already being made to the opening hours as a result of their input. An early years advisor supports the staff to review their practice. However, evaluation is not robust enough to give a detailed overview and to put plans in place that improve on any weaknesses. Currently, key persons are observing children as they play, thinking about what activities are successful and where improvements can be made. However, this does not fully cover all areas to ensure that children are enjoying a varied curriculum that promotes learning.

When children attend other settings delivering the Early Years Foundation Stage key persons work closely with them, sharing children's achievements and developmental progress. Working together supports positive outcomes for children. Parents and carers supply a wealth of information that enables the setting to meet their children's individual care needs successfully. Key persons work closely with parents and carers to follow children's routines and support them as they undertake developmental tasks such as toilet training. Parents and carers are very happy with the care that their children receive and are pleased that their children are making strong attachments to their key persons. They particularly appreciate that staff keep them informed throughout sessions as to how their children are, helping to ease the separation process whilst reassuring them at the same time. Parents and carers are happy that they share in their children's time at nursery through discussion and feel welcomed to the setting.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY470197
<b>Local authority</b>	Bexley
<b>Inspection number</b>	939886
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	8
<b>Name of provider</b>	Regal Brook Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02086931088

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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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