

# Rehoboth Day Nursery

44 Alverton Street, LONDON, SE8 5NH

## Inspection date

Previous inspection date

02/06/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

2

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

2

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

2

## The quality and standards of the early years provision

### This provision is good

- Children settle well when they first start at the nursery because the good arrangements in place help to quickly identify their individual needs. As a result staff are able to immediately plan meaningful activities and experiences.
- Effective team working and self-evaluation results in a service which fully reflects the needs of children and their families.
- Children enjoy playing in the outdoors, which effectively promotes their learning preferences and enhances their learning and development.
- Staff work closely with parents. They share information on children's achievements and progress, which helps to identify future learning goals.

### It is not yet outstanding because

- Staff do not actively use effective questioning techniques to enhance children's ability to think critically and further develop their communication and language skills.
- Children's independence is not always promoted as well as possible throughout the day because staff do not encourage children to complete some tasks for themselves.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector viewed all areas of the building used by the nursery.
- The inspector spoke with the provider, staff, parents and children at appropriate times during the inspection.
- The inspector observed the interaction of staff and children during a range of activities.
- The inspector viewed a selection of documentation including children's records and written policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children.

## Inspector

Marvet Gayle

## Full report

### Information about the setting

Rehoboth Day Nursery registered in 2013. It operates from a converted house spread over three floors. It is situated in the Deptford area, within the London Borough of Lewisham. It caters for children age from birth to five years. Children have access to three play rooms and an enclosed outside play area. The nursery is open Monday to Friday from 7.30am to 6.30pm. It is open throughout the year, except for the bank holidays. Children can attend a variety of sessions. There are 12 children on role. The nursery is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare register. The nursery employs a manager who holds an Early Years degree. The deputy manager holds a childcare qualifications at level 3.

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

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

- extend opportunities to enhance children's critical thinking and further develop their language skills
  
- enhance ways in which children develop their independence, particularly during hand washing routines.

## Inspection judgements

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

Children respond well to staff and enthusiastically join in activities. This is because staff work effectively together to create a friendly, comfortable but very stimulating atmosphere. Staff complete sensitive observations of children to build a picture of their individual interests and abilities. They use these to plan interesting activities, which offer a good level of challenge.

Effective arrangements are in place to monitor children's progress and plan the next steps in their learning. Staff understand the importance of regularly exchanging information with parents about their child's progress. They focus on what the child has achieved and discuss plans to support their future development. Staff ensure they fully encourage parents to take an active role in their child's learning. There is appropriate provision for completing the required progress check for two-year-old children.

Children are making good progress in their communication and language. This is particularly apparent in children who speak English as an additional language and those experiencing speech and language delay. Staff use good techniques to help children

develop their vocabulary by speaking clearly and naming objects. Children and staff engage in many conversations. However, children are not encouraged to use their rapidly developing language to share their views and ideas, because staff do not always use effective questioning techniques. Consequently, they are missing vital opportunities to extend and enhance children's critical thinking and further develop their language and communication skills.

There are very good opportunities for children of all abilities to extend their physical development. There is space, both inside and outdoors, for young children to practise different body movements. There is a broad selection of equipment to promote children's general fitness. For example, they play football moving confidently, with good balance and control. They also use climbing equipment such as a slide and tunnel, to help develop their strength and coordination.

Staff build very successfully on children's existing knowledge and curiosity to extend their understanding of the world. For example, staff teach children how to dig the soil, how to plant seeds, how to water them and talk about how they need sun to grow. Staff encourage children to observe and monitor how they are growing and the changes taking place, increasing children's understanding of plant life cycles.

Children are developing their mathematical skills well through fun activities, such as building sandcastles and talking about measurement. For example, children say "I want it as tall as me", standing up to touch their head. They use spades to fill the buckets and count how many they need to make it tall. Staff provide children with good access to technological equipment. As a result, children can operate simple battery operated toys and staff support them from a young age to incorporate mathematical concepts into their games.

There are particularly good arrangements in place to support children with special educational needs and/or disabilities. The manager and Special Educational Need Coordinator has a good knowledge of the local agencies, which are available to provide specialised guidance and support where necessary.

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

The key-person arrangements are fully established and shared with parents. The key person understands their role very well. They help their key children to settle, monitor their progress, support their individual learning and liaise with their parents. Consequently, children form strong attachments to staff and this helps them to feel secure. Staff are very sensitive to children's emotional well-being and are always on hand to offer reassurance and a cuddle. Children listen well to staff who model good behaviour by role modelling good social skills. As a result, children are polite, friendly and behave very sensibly. For example, they manoeuvre the football around and away from other children. This means they are beginning to learn about keeping themselves and others safe. They are encouraged to take part in tidying up once they are finish playing.

The nursery environment is clean and well-maintained. The organisation of space is good and the outdoor areas create inviting play spaces for children. Children benefit from the freedom they receive to explore the broad range of resources. This encourages them to develop independence in their learning. However, staff do not always encourage children to complete some tasks for themselves such as washing and drying their own hands. This does not fully promote their self-care skills.. Staff give children clear messages about the importance of adopting healthy lifestyles. They enjoy freshly prepared snacks and meals, which include several portions of fruit and vegetables throughout the day. Staff create menus which are available for parents to see in advance. These reflect individual dietary requirements and colour-coded place mats alert staff to any dietary restrictions when serving food.

Effective arrangements are in place to support children as they move on to school. Staff liaise with schools in advance to establish relationships with the Reception teachers. In addition, staff plan activities to help children gain an understanding of going to school and what to expect. Staff encourage children to change in and out of their clothes by themselves during daily routines. This helps children to acquire the skills they need for their future learning.

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

Leadership and management within the nursery is strong. The staff team works well together and all take an active role in shaping the educational programmes for children. As processes and working practices are evolving, all staff meet regularly to monitor their success and to determine areas for further development. They are working closely with advisors from the local authority and have self-evaluation processes in place to prioritise improvements.

The manager supports staff through regular one-to-one supervisions and annual appraisals. Within the staff team there is a lot of expertise in relation to child protection, behaviour management and the care of children with special educational needs and/or disabilities. All staff are aware of the colleagues to consult with for guidance in each of these areas. The manager ensures she shares the finalised details of the designated roles with staff and parents to keep them fully informed

Robust arrangements are in place to promote children's safety. The manager takes the lead in safeguarding and child protection. She has a thorough understanding of the procedures to follow should she have any concerns about a child or in case of an allegation against a member of staff. The manager follows rigorous recruitment procedures to check that staff are suitably vetted, qualified and experienced. Staff undertake risk assessments and daily health and safety checks in order to identify and address any potential hazards. This includes identifying areas in the outdoor areas where staff must be deployed to effectively supervise children. The security arrangements are appropriate. The perimeter fencing is in good condition and there is a buzzer entry system to gain entrance to the building. Visitors to the nursery record their arrival and departure

times and are supervised at all times. These systems help to effectively promote children's welfare.

Children benefit from observing the friendly exchanges between their parents and the staff. Parents spoken to during the inspection are very happy with the service they receive and are pleased with the progress their children are making. Effective arrangements are in place to share information with any other early years settings attended by the children in order to provide coordinated and cohesive care.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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>	EY465856
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	945650
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Rehoboth Day Nursery
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02037195117

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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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