

Orpington Day Nursery

15 Moorfield Road, Orpington, BR6 0HG

Inspection date

Previous inspection date

29/05/2014

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 are happy and engaged through the wide variety of resources and activities.
- Staff have a clear knowledge of each individual child and their preferred way of learning, meaning they are able to help settle into activities of their choice.
- Staff work closely with parents, sharing relevant information on a daily basis. This helps them to support children's emotional well-being.
- Staff make good use of the indoor space, providing a friendly and welcoming environment.

It is not yet good because

- Risk assessment systems to ensure staff are able to evacuate those children upstairs safely in the event of a fire or other emergency are not thorough.
- Not all staff work consistently to challenge and engage children in their learning and development.
- Staff do not extend opportunities for children to continue to be challenged to learn in their daily outdoor play.
- Staff do not fully support children to become independent and build on their social skills at snack time.

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 toured the areas used by the children.
- The inspector observed the staff and children interacting.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to the staff, children and gathered parents' views.
- The inspector held discussions with staff regarding observation of activities.
- The inspector completed a joint observation with the manager.

Inspector

Kelly Hawkins

Full report

Information about the setting

Orpington Day nursery registered in 2013. The setting is privately owned and operates from a converted house in Orpington, Kent, off the main High Street in a residential road. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Toddlers and preschool children have access to three rooms on the ground floor, one of which is available for sleeping purposes. There is a baby suite on the first floor. Children have access to an outdoor play area that is currently under development. Children enjoy outings in the local community to local parks and the library. The nursery opens five days a week all year round from 7.30am to 6pm. There are currently 26 early years age children on roll. The nursery supports children with special needs and/or disabilities and those who speak English as an additional language. There is wheelchair access to the ground floor of the setting. There are seven staff in total, all qualified in early years.

What the setting needs to do to improve further

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

- improve risk assessment systems to ensure staff are able to evacuate those children upstairs safely in the event of a fire or other emergency
- improve staff effectiveness so that all staff consistently challenge children in their learning and development

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

- extend opportunities for children to continue to be challenged in all areas of their learning through their daily outdoor play
- extend opportunities for children to develop in their independence and social skills during snack times.

Inspection judgements

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

Staff plan appropriately for all children, which helps them make sound progress towards the early learning goals. Staff record observations and make links to the Early Years goals. Staff make some accurate observations of what children do and assess the learning taking

place. They use this knowledge to plan a range of interesting activities, such as planting and cooking activities. Generally, appropriate teaching methods are used to enable children to have some opportunities to be challenged in their thinking and learning, for example, some staff use open-ended questions, such as 'where does this go?' 'What do you think?' and 'how many spots are on the dog, are there more or less?' However, this practice is not consistent amongst all staff, meaning not all children receive appropriate interaction and effective extension and challenges in their learning as they play.

Staff have a welcome board in the nursery entrance that depicts the varied languages that children speak within the setting, supporting children's sense of belonging. Parents have some opportunities to develop children's learning at home, for example, staff share what children have done each day, through a daily communication book and verbally, giving ideas to those parents that wish to extend their children's learning further. Staff have a suitable knowledge and understanding across all areas of learning. They discuss and agree children's starting points with parents to help plan a range of activities using children's interests.

As children arrive, they settle into their play, occupying themselves in the large range of resources available. They can help themselves to creative equipment such as chalks and chalk boards to write their shopping lists for their role play. Children enjoy their time at the setting and are happy and relaxed. Most children enter the setting confidently, greeting staff and familiar peers by name. Less confident children are managed well by staff who offer comfort and reassurance. They use their sound knowledge of children's individual personalities and interests to skilfully distract them. Consequently, children are quickly reassured and parents are happy to leave them.

Children develop suitable skills for their future learning and school readiness. They learn to dress and undress themselves for outdoors play and have their own individual pegs, giving them a sense of belonging. Children show growing independence as they learn to do things for themselves, such as choosing their own fruit at snack time. However, staff do not extend children's growing independence and social skills further during this time. Children sit on the floor to eat their snack, which does not promote opportunities for group discussion, table manners and social skills. Staff do not encourage children to help prepare the fruit and serve their own drinks. Generally, children are encouraged to make choices about their play with opportunities to choose resources that are well organised and easily accessible.

Children particularly enjoy the role-play area, using their imagination well as they dress up and go shopping with their friends. They enjoy creative activities, such as play dough modelling and sticking, using appropriate tools to support this and developing their physical skills. Children have suitable opportunities to make marks, for example, they use pens, chalks and pencils, and explore sand and water freely. They have access to a range of books and enjoy story time at each session. Staff tell stories to the children. They use their own imagination and visual props and story aids, and encourage children to join in with repetitive phrases and to add to the story. The free access to books helps children to learn that print has meaning and supports their early literacy skills. Children's communication skills are developing appropriately. Staff seek familiar words from parents of children who have English as an additional language, enabling all children to develop

their language skills and have an active role in their play and learning.

The quality of planning for outside play is not as good as the planning of activities indoors. This means that children and babies have fewer opportunities to benefit from the potential learning opportunities that the outdoor environment provides. Although the area is undergoing current development, staff provide some opportunities for learning outdoors, such as running and jumping games and 'going on a bear hunt' role play and planting activities. However, they do not extend the learning and challenges in children's every day play when outdoors.

Children of all ages use developmentally appropriate toys and games that help them to build and construct, and look at number, shape and colour. As a result, they begin to develop an understanding of mathematical concepts. Some children begin to use numbers as they play, for example, children pick up stacking cups and count them with the support of staff and visual prompts. Children receive some support in a domino game to learn to compare and talk about quantity, as well as counting. Some children confidently count to 20 and beyond.

Young children play with toys that have simple mechanisms, buttons and flaps. They learn to twist, turn and lift to achieve different effects, for example, various sounds or images. Planned activities encourage children to explore their senses as they play with paint, water and sand. Staff are confident in communicating with babies and respond to their babbles and the noises they make. Staff talk about what they or the babies are doing. Therefore, they extend children's language because they recognise opportunities to respond to children's attempts to communicate.

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

Children develop a sense of belonging through the secure attachments they have with staff. The warm and familiar staff greetings help most children to leave their parents and settle quickly and easily to their play. Parents report that their key person regularly informs them of their child's progress and they are able to view their children's learning and development records. They speak positively about the care and learning their children receive. The environment and atmosphere is friendly, warm and inviting. This helps children to feel safe and secure and builds a firm foundation for developing their confidence and independence. Children begin to know and understand the routines of the setting and take it in turns to inform the whole group of specific activities, such as, 'tidy up time' and 'wash hands ready for lunch'. This further contributes to their sense of belonging.

Children receive gentle reminders from staff about how to keep themselves safe, for example, how many children can play in one area at a time so they can play safely. They learn the expectations of playing nicely together because staff support their understanding of the rules and boundaries, for example, not to run, to share and not swing on their chairs. They are encouraged to work out solutions and help each other with tasks. Children behave well. They are beginning to learn the skills they require to support their

future learning. Children regularly take part in the emergency evacuation of the setting in order to understand what to do in the event of a fire. However, emergency evacuation arrangements for the younger children cared for upstairs are not fully effective to ensure staff are clear on how to ensure children's safety during these times.

Appropriate routines are in place to maintain health and hygiene, for example, staff wear disposable aprons and gloves when changing children's nappies and when serving their food. Staff encourage children to independently access the toilets and hand washing facilities and support them in developing their knowledge of hygiene and self-care. Children enjoy a healthy range of snacks and meals and begin to learn which food is healthier to eat. Children can access water at any time of day from the easily accessible drink stations and can have milk as an alternative at snack time. Staff in the baby room follow children's familiar routines. They ensure they have plenty to eat and drink and stay hydrated, and meet their individual needs and requirements.

The nursery is clean and generally well maintained. Resources are stored at the children's level so that they can make choices regarding their play. Children have plenty of space to move around in each of the rooms and do so safely and confidently. In general, there is an appropriate commitment to promoting diversity through discussion, books and other resources such as visual prompts and dressing up equipment. Children learn to be respectful of each other and accept differences of views and opinions. Children engage in a number of celebrations and festivals to promote their awareness of different cultures and ethnicities, for example, Holi, the celebration of colour.

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

Management and staff have a clear understanding of safeguarding procedures. This means they are aware of what to do if they have a concern regarding a child's welfare. Staff attend training in safeguarding to ensure that they are up to date with any changes in legislation and of their roles and responsibilities. A good range of policies and procedures are in place and available to parents, enabling them to have an awareness of the setting's responsibilities to support children's safety and well-being. Staff have a sound understanding of their responsibilities to keep children safe. Thorough daily risk assessments are in place and reviewed regularly to ensure that indoor and outdoor areas are safe and suitable, however, there are weaknesses in emergency evacuation of upstairs areas. Visitors to the setting must produce identification and sign in and out of the building, enabling management to monitor who children have contact with.

Suitable recruitment procedures are implemented to ensure that all staff have completed appropriate vetting procedures, including references and a Disclosure and Barring Service check. In addition, all staff and students have an induction to the setting to ensure that they are fully informed of and able to implement the policies and procedures in place.

Good staff deployment ensures that they always appropriately supervise children meet the required staff: child ratios. Staff appraisals are not fully effective so that management can

monitor staff practice to ensure all staff work to a consistent high standard in challenging and supporting children's learning.

The manager holds an adequate overview of the provision and, in general, suitable reflective practice takes place. Appropriate arrangements to evaluate the provision are in place, with an action plan for the manager and her team to identify and work on areas for improvement, contributing to their continuous improvement. Staff meetings and discussions with children and parents help to identify and share ideas for future developments. In-house training and support from the local authority add to the self-evaluation systems.

Partnership working with parents and carers is of a good quality. Staff speak to them each day about their child, telling them how they have been and what they have done, ensuring parents are suitably informed of their child's learning and development. Parents speak favourably of the relationships they have with staff and comment that they can discuss any issues that may arise. Suitable systems are in place for staff to work with external agencies to ensure children receive appropriate interventions, strategies and support. This benefits those with special educational needs and/or disabilities and children with English as an additional language.

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

Unique reference number	EY473226
Local authority	Bromley
Inspection number	949016
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	29
Number of children on roll	26
Name of provider	George Day Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01689829501

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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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