

The Lighthouse Nursery

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

Inspection date

13/01/2015

Previous inspection date

11/08/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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 who speak English as an additional language receive effective support.
- The manager is enthusiastic about improving her provision. She has made significant changes since the last inspection.
- Staff have a sound understanding of child protection procedures and a consistent approach to behaviour management.

It is not yet good because

- Staff do not fully evaluate children's achievements. Therefore, planning lacks focus on providing a broad range of challenging activities that expand on children's interests to enhance their learning and development.
- Staff do not maximise opportunities for children to independently access messy play to enhance their creativity and babies do not have regular access to outside play.
- Staff do not always keep parents fully informed of the learning targets they set for children to enable parents to continue these at home.

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 playrooms and outside play areas.
- The inspector carried out two joint observations with the manager.
- The inspector checked the evidence of suitability and qualifications of staff.
- The inspector talked to staff and took account of the views of parents spoken to on the day of the inspection.

Inspector

Gillian Cubitt

Full report

Information about the setting

The Lighthouse Nursery registered in 2013, it is privately owned. The nursery is in a converted farmhouse and is situated in Bromley, Kent. It has an enclosed garden. 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 30 children on roll. The nursery is open from 7.30am until 6.30pm, all year round except for one week at Easter, one week in August and one week at Christmas. There are 12 staff; of these, nine staff hold relevant early years qualifications.

What the setting needs to do to improve further

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

- evaluate children's achievements to effectively plan activities that build on their interests and provide challenge to develop their learning.

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

- review the organisation of the creative resources so all children can access them to expand their creativity and broaden experiences for babies by enabling frequent access to outdoor play areas
- extend the partnerships with parents by informing them of the weekly targets for their child to enable them to continue their learning effectively at home.

Inspection judgements

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

Children play in a bright, welcoming environment and have a mixture of free chosen play and adult-led activities to support their learning. However, the quality of teaching is variable. This is because many staff are new and they are not implementing the agreed planning effectively to support children's learning. For example, staff decided to engage children in role-play activities but this lacked a range of resources for children to explore in depth. In addition, while some children had opportunities to paint and explore textures, such as mixing oats and water, other children did not. For example, babies had limited opportunities to choose messy play resources and older children were restricted to certain

times of the day. This limits children's spontaneity in developing their ideas and creative thinking.

All children benefit from the staff's constant interactions, which help their developing language, understanding and communication. For example, staff and children constantly sing throughout the day. They build confidence in speaking, using words and sounds of letters. Staff sit and read to children on a comfortable sofa, which encourages children's love of books and reading. Children enjoy practising their writing skills and some older children are beginning to recognise the shapes of letters. This prepares them with the skills they will need when they move to school.

Parents are very positive about the benefits of the nursery. They like the family atmosphere and the staff who show genuine care. Parents feel welcome and appreciate the daily feedback and the regular reports of their children's progress. Parents comment on their children's happiness and eagerness to attend the nursery, which puts parents' minds at rest. Parents share information about their children's likes, dislikes and some starting points, which aids early assessment. However, not all parents receive accurate information about the targets staff have set each week for their children to enable them to continue their children's learning at home.

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

Children benefit from playing in an attractive, cosy play environment where all staff form secure attachments with the children. Babies and very young children settle quickly because of the warm welcome they receive. Staff follow the routines of babies, which helps them to settle quickly. Staff are positive role models and follow inclusive practices to help children to play cooperatively with others. Staff are particularly sensitive to children who are learning to speak English as an additional language. Some staff have knowledge of other languages and they identify key words to help children make the links between their home language and English. Children learn to keep themselves safe because staff remind them not to run while inside. When on outings, they know to hold hands and they develop awareness of traffic and the hazards of woodland walks.

Children have a range of resources in their playrooms and outside play. However, staff do not maximise opportunities to help children make progress in their learning. For example, during the morning, toddlers looked at the garden from their patio doors but were not able to explore the outdoor resources or experience fresh air prior to lunch. The nursery has many resources for messy and tactile play. However, staff do not prepare these and make them readily available to develop children's spontaneity in their play. Children learn social skills as they sit together for snacks and meals. They show growing independence at mealtimes. They help themselves to a drink of water, babies use spoons to feed themselves, and older children serve their food with cutlery. Staff prepare meals that meet children's nutritional needs and enhance their good health. Staff reassure babies during nappy changing times, which give them a feeling of warmth and security. Older children are learning to manage their personal care, which prepares them well for school.

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

The management team has been vigilant in improving the nursery provision for children. Since the last inspection, the managers have been working with the local authority to address the concerns to ensure children's well-being and safety. The management team has reorganised the staff and recent recruitment has helped make improvements. Staff benefit from meetings, supervision and opportunities to attend professional training courses. Consequently, this is strengthening the staff team. Staff know the procedures to follow if they have any concerns about children's welfare or safety. Staff have guidance which enables them to recognise any possible signs of abuse or neglect. The designated officers understand the local safeguarding procedures and their accountability for liaison with Ofsted and local statutory agencies. The management team has updated all policies and procedures and staff use these to underpin practice to protect children. The management team use safe recruitment procedures to ensure that staff hold appropriate qualifications and meet the requirements for checks for the Disclosure and Barring Service. They have an induction for new staff to ensure they understand their individual roles and responsibilities. Staff make appropriate checks to the indoor and outdoor areas, including securing the garden gates. This minimises hazards to keep children safe and well.

The manager knows all children well and there are systems in place to monitor their progress. However, planning and on-going assessment systems are relatively new and do not fully evaluate all children's progress. Therefore, not all staff plan challenging activities that expand on children's interests to enhance their learning and development. The manager is working closely with her staff team to improve this area. She supports the quality of teaching through positive role modelling and is developing feedback through observation and supervision.

Self-evaluation appropriately takes into account the views of parents and staff. The management team take a realistic view of the nursery at this time and their improvement plan demonstrates their drive to develop the nursery provision. The strong support from parents and the effective partnerships with the local authority are also contributing to the improving the nursery. The nursery has established links with other professionals, including teachers. This supports children as they move forward to other settings and 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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY455336
Local authority	Bromley
Inspection number	996026
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	30
Name of provider	Antoinette Osahon
Date of previous inspection	11/08/2014
Telephone number	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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