

Winchilsea House Day Nursery

Monks Orchard Road, Beckenham, Kent, BR3 3BX



Inspection date

2 February 2015

Previous inspection date

9 February 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Managers do not demonstrate a good understanding of significant events that they must report to Ofsted. This does not safeguard children at all times.
- Risk assessments are not fully robust to help staff identify and minimise all risks, especially in the outdoor area. This does not always promote children's safety and well-being.
- Staff do not always use skilful questioning techniques to develop children's communication and language skills effectively.
- Resources are not always well maintained and are not fully inviting to children. As a result, children do not always have the best quality learning experiences.
- The lunch time meals do not always appear appetising and appealing to children. Staff do not always support children's individual learning during nursery routines such as staff breaks.

It has the following strengths

- Children have plenty of space to play and explore, both inside and outside, which enables them to follow their own play experiences.
- Assessment systems ensure staff are aware of the developmental stages for each child, which supports them to move onto the next stage in their learning.
- Children form strong relationships with the staff who care for them each day. This allows them to feel happy and secure within the setting.

What the setting needs to do to improve further

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

- ensure risk assessments cover all aspects of the garden
- develop a secure understanding of significant events that must be reported to Ofsted.

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

- improve the maintenance of resources and ensure they appear inviting to children to support their learning
- improve the quality and appearance of lunch time meals
- develop the quality of teaching to support children's communication and language skills
- ensure that nursery routines, such as staff breaks, do not impact on children's play and learning.

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises, including the outdoor spaces and equipment, are safe and suitable (compulsory part of the Childcare Register)
- ensure that the premises, including the outdoor spaces and equipment, are safe and suitable (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and out.
- The inspector held conversations with the manager, Children's Coordinator, staff and children throughout the inspection.
- The inspector sampled children's observations, planning and assessment records.
- The inspector spoke to one parent during the inspection and took account of their views.
- The inspector checked evidence of the settings suitability, qualifications, policies and procedures.

Inspector
Ann Murray

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff have an adequate understanding of the learning and development requirements of the Early Years Foundation Stage. They plan a sufficient range of activities which engage the children and allow them to make generally good progress. Children choose from a range of resources, which are accessible to them both indoors and outside. Some resources however, are becoming tired and are less appealing to children. This does not support children's imagination during their play. Staff do not use effective questioning techniques to extend the children in their learning and to develop their language skills. On occasion, routines do not meet the needs of the children, for example, children's quiet time in the afternoon. This appears to be in place in order to facilitate staff lunch breaks rather than to respond to the children's needs.

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

Staff provide a caring and happy environment for children. There is an effective key-person system in place and children settle well in the setting and show confidence in their play. This supports children adequately as they move onto the next stage in their learning, such as school. Staff respond quickly and efficiently to children's care needs. However, staff do not ensure children are safe at all times due to hazards in the outdoor environment not being addressed. The ramp leading from the baby room to the outdoor area is worn and splintered and the fencing around the mud kitchen is loose. Staff use praise effectively to manage behaviour and encourage children to eat at lunch time, helping them with their use of cutlery. This supports their awareness of managing their own behaviour. While lunch time meals are healthy and nutritious, they are not always visually appealing to children. This does not encourage them to eat well and enjoy food.

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

Managers have a sufficient understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. However, they do not demonstrate a secure understanding of significant events that they must report to Ofsted. Managers ensure that staff plan a range of learning opportunities for children to allow them to make good progress overall in their learning. Staff keep parents up to date with their children's learning and progress, which helps to support consistency. Management support staff through supervision sessions, appraisals and attending training to implement new methods. However, checks on staff practice do not highlight some of the weaknesses in staff's use of questioning to extend learning. Safeguarding procedures are clear and are well known by staff due to consistent training. Therefore, staff are able to take prompt action if they have any concerns about a child in their care.

Setting details

Unique reference number	137254
Local authority	Bromley
Inspection number	987859
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	24
Name of provider	The South London and Maudsley NHS Trust
Date of previous inspection	9 February 2011
Telephone number	02032 284314

Winchilsea House Day Nursery registered in 1994. It operates from a large detached house adjacent to Bethlem Royal Hospital in Beckenham. The nursery provides a service for the South London and Maudsley NHS Trust to assist with the recruitment and retention of staff. Opening hours are Monday to Friday, from 8am to 6pm all year round with the exception of bank holidays, one week in May and five days over Christmas. The nursery provides funded early education for three and four-year-olds. There are eight members of staff, all of whom hold appropriate early years qualifications to level 3. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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.

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