

Orpington Day Nursery

15 Moorfield Road, Orpington, BR6 0HG



Inspection date

16 April 2015

Previous inspection date

29 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching across the nursery is good. Adults provide children with a broad range of resources and equipment that provide interesting and inviting learning opportunities both inside and outdoors.
- Adults get to know children extremely well. Babies form secure attachments and respond with smiles when they sit close to an adult and recognise familiar objects in a book.
- Children with additional needs are supported well and make good progress. The nursery works with other professionals to ensure children get the right support at the right time.
- Adults set high expectations and provide clear explanations to help children know what is right from wrong. Children look out for each other. For example, one child helps her friend to find a missing hat so they can go and play outside together.
- Leaders and managers work with staff and parents to find out what is working well and what needs to improve. For example, they respond to parents' feedback and provide younger children with more space to play indoors.

It is not yet outstanding because:

- Adults do not always consider ways to make the most of learning opportunities during some routine times. For example, children become restless as they wait for their friends to be ready for lunch.
- Managers are at an early stage of tracking the progress of individual and groups of children to identify any gaps in learning in order to make changes to provision.

What the setting needs to do to improve further

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

- consider ways to maximise learning opportunities for children during routine times, for example, as children wait at tables for their friends to join them and lunch to be ready
- embed the system for tracking and monitoring the progress made by different groups of children to make sure that any gaps in learning are quickly addressed.

Inspection activities

- The inspector observed activities across the nursery and in the outdoor area.
- The spoke with staff and children at appropriate times during the day and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Wendy Ratcliff

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Adults carry out regular observations of children and work with parents during the settling-in process to find out what children know and can do already. This information is used to identify and plan for children's individual learning needs. Babies enjoy playing with the sand and using the slide when they play outside. Older children are totally absorbed during an animal yoga session. They use their imaginations well as they climb into the basket of a hot air balloon and go on an adventure to the desert. Once in the desert, children hiss and slither along the floor like a snake. Outside, younger children ride cars and trikes. They recognise numbers on the wall so they can park their cars in the right space. Adults help children to develop their language and communication skills, including those who speak English as an additional language. Adults ask questions, allow children time to respond and listen to what they have to say. As a result, children make good progress and gain the skills they need to be ready for the move to the next room or to school.

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

Settling-in procedures ensure children and key workers build strong relationships. Children are familiar with the environment and routines when they start at nursery. Children who speak English as an additional language are supported well during this time as adults find out key words that help reassure them. Children develop their independent skills as they get ready to go outside, by for example, putting on their own shoes. Parents talk positively about the nursery and feel staff get to know children and their families well. They value the daily communication books and regular newsletters which, helps to keep them informed of their child's progress and support learning at home. However, adults do not always consider ways to maximise learning during some routine times, such as getting children to set the tables or providing activities to engage children as they wait for all their friends to be ready for lunch.

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

Leaders and managers have a secure understanding of the learning and development requirements and how to keep children safe. They are effective in driving improvement. Actions and recommendations from the last inspection have been addressed well. For example, all staff understand their roles and responsibilities when implementing the evacuation procedure. Staff develop their own practice because performance management systems, including observations of teaching are effective. Appraisals are used well to identify areas for improvement and opportunities for staff training and ongoing support. This ensures staff have a good understanding of how to support children's learning and keep children safe. Staff know the action to take if they have a concern about a child in their care. Managers are at an early stage of tracking the progress of individual and groups of children to identify any gaps in learning in order to make changes in provision.

Setting details

Unique reference number	EY473226
Local authority	Bromley
Inspection number	1009762
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	48
Name of provider	George Day Nurseries Limited
Date of previous inspection	29 May 2014
Telephone number	07714471660

Orpington Day nursery registered in 2013. The setting is privately owned and operates from a converted house in Orpington, Kent. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have access to three rooms on the ground floor and an outdoor play area. The baby room is on the first floor. The nursery opens five days a week all year round from 7.30am to 6pm. There are currently 48 children in the early years age range on roll. The nursery receives funding for two-, three- and four-year-olds. It supports disabled children and those with special educational needs, and those who speak English as an additional language. There are seven staff in total, most of whom hold a childcare qualification.

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