

Regal Brook Nursery

38 Upper Wickham Lane, Welling, DA16 3HF



Inspection date

Previous inspection date

1 March 2016

9 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The nursery has made significant improvement since the last inspection. All areas of weakness have been addressed. The manager and her team share a strong drive and commitment to further develop the nursery.
- Children enjoy coming to nursery and eagerly join in a wide variety of games and activities. Daily opportunities for outdoor play means children benefit from fresh air and exercise as they play and learn.
- Systems to observe, record and plan for children's next steps are now well established. These enable staff to successfully meet the needs of all children and to prepare them for school and transition to other settings.
- Effective partnerships with outside agencies provide opportunities for reflective practice and support the nursery's ongoing drive to further improve.
- Strong partnerships between the nursery and children's families effectively support children's care and learning. Staff involve parents in nursery life and give advice on how they can support their children at home.

It is not yet outstanding because:

- On occasions, adults do not make the best use of opportunities to support children's learning. For example, they do not always sit with the children at mealtimes to help support their communication and social skills.
- The manager does not yet use the tracking system to monitor the progress made by different groups of children.

What the setting needs to do to improve further

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

- develop support for children's social and communication skills during routine activities, for example by sitting with the children as they eat their packed lunch
- develop the tracking system to identify any differences in progress made by groups of children and use this information to plan activities that will improve outcomes for all children.

Inspection activities

- The inspector observed children's play and activities in both the indoor and outdoor areas.
- The inspector spoke to parents, staff and children and took account of their views.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching.
- The inspector looked at assessments to check what progress children are making.
- The inspector met with the manager to discuss leadership of the setting and improvements made since last inspection.
- The inspector reviewed feedback from other professionals who provide support and mentoring to the manager.
- The inspector sampled a range of documentation including records relating to staffing and safeguarding.

Inspector

Elizabeth Coffey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider, who also acts as the manager, has made swift improvements since the last inspection. She has sought the help of the early years development team and robustly reviewed many aspects of the setting. Thorough risk assessments and review of how the day is organised have been completed and appropriate changes made. This has resulted in a calm, safe setting with effective deployment of staff. A focus on professional development for all staff, including opportunities to visit other settings and learn from their good practice, has improved the quality of teaching. This has had a positive impact on children's learning and development. Parents state that their children enjoy their time at the setting and are keen to attend. They highlight the significant progress their children have made since starting, in particular in their communication and language skills.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff have a sound understanding of what children can do and how to plan for the next steps in their learning. They gather information from parents when children first start and continually assess their progress. They use tracking systems effectively to show how well individual children are progressing. However, the use of systems to identify differences in the progress made by groups of children are not yet fully embedded. Staff support children's communication skills well. They introduce new words and help younger children to say words correctly. With one-to-one support and interactive group activities, they help children develop skills such as counting, letter recognition, writing their own names and following instructions. As a result children are well prepared for their move to school.

Personal development, behaviour and welfare are good

Behaviour of children is good and staff model good manners, for instance by saying 'please' and 'thankyou'. They remind children of the need to treat each other and the environment with respect. For example, at circle time they use props such as a toy fox to praise the children for 'good sharing' and for listening to each other without interrupting. Children take good care of the resources and readily help tidy up, accompanied by a familiar clapping song. Their confidence and self-esteem flourish as they talk about their home life and share details about their family and the pets that live with them.

Outcomes for children are good

Children are enthusiastic and inquisitive learners who gain a good understanding of the world around them. They engage in lively discussion as they talk about what they are doing. Staff skilfully extend their learning by introducing new words and ideas. For example, during a water activity with toy sea creatures, they help the children recognise and describe the similarities and differences between whales and dolphins. All children, including those who speak English as an additional language, make good progress in their learning.

Setting details

Unique reference number	EY470197
Local authority	Bexley
Inspection number	1036776
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	22
Name of provider	Regal Brook Nursery Ltd
Date of previous inspection	9 September 2015
Telephone number	02037541851

Regal Brook Nursery registered in 2013. It operates from a premises at the rear of the Freedom Centre International Church in Welling. It is open Monday to Thursday, from 9am to 4pm, and Friday from 9am to 12 noon, term time only. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs four members of staff, three of whom hold an appropriate early years qualification.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

