

# Blenheim Children's Centre Nursery

Blenheim Road, Orpington, Kent, BR6 9BH



<b>Inspection date</b>	4 August 2017
Previous inspection date	3 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Children benefit from close partnerships between the manager, staff and their families. Effective information sharing means that the manager is able to pass on useful information about children's backgrounds to the staff and they plan precisely for individual children's needs. All children make good progress from their starting points.
- Children form close emotional bonds with staff and settle with ease. For instance, young children separate well from their parents on arrival and open their arms to be lifted by their key person. Older children display friendly relationships with staff and enjoy sharing experiences with them and with each other.
- Staff provide interesting opportunities to help stimulate older children's creativity. For instance, they help children introduce a storyline to their play, such as going on a holiday. Children choose from available props to build on their play ideas. For instance, they pack a suitcase to take with them as they pretend to go to Spain.
- Self-evaluation is effective. The manager reflects well on previous practice and plans effectively for improvements to help maintain good standards in children's learning and care. The team has successfully addressed the recommendations raised at the previous inspection. For instance they now support children's thinking skills effectively.

### It is not yet outstanding because:

- Occasionally, staff miss some opportunities to fully engage younger children's active participation in the good range of activities that is provided.
- Although technology resources are available, staff do not consistently help children to explore these, to further encourage their understanding of how things work.

## What the setting needs to do to improve further

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

- increase opportunities for all children to actively engage and participate in the good range of activities that are provided
- make the most of all opportunities to help children build on their understanding of the use of technology and how it can be used in different ways.

### Inspection activities

- The inspector observed children and their interactions with staff.
- The inspector viewed a sample of documents, including children's learning records.
- The inspector carried out a joint observation with the manager and discussed arrangements for reviewing staff performance.
- The inspector took account of the views of staff, parents and children.
- The inspector held discussions with the manager at appropriate times.

### Inspector

Geetha Ramesh

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has high aims for all children. For instance, she monitors children's progress effectively to help them progress well. She works closely with professionals and other settings, such as children's centres and schools, to help support a joint approach to children's care and learning. She uses funding effectively to improve opportunities for individual children and close any gaps in their learning. The manager reviews staff practice regularly and supports their professional development effectively to help improve teaching practice. For instance, staff use their knowledge and skills effectively to plan activities that help children learn about and value diversity. Safeguarding is effective. The manager understands the procedures to follow should there be any changes to staff suitability. Staff know how to refer concerns for children's welfare. Staff complete regular risk assessments and supervise children effectively to ensure their safety, including when they move between activities, or the indoor and outdoor environments.

### Quality of teaching, learning and assessment is good

Staff provide good opportunities to help children build on their understanding of the world. For instance, older children place toy cars and balls at the top end of cardboard tubes and eagerly observe them emerge from the other end. They develop good levels of curiosity as they learn to test out their ideas. Staff make effective use of such opportunities to introduce children to mathematical language, such as 'higher' and 'lower'. Staff question children effectively to help them build on their thinking skills. For instance, children identify that they would not need to take a jumper with them if they were going to the beach on a sunny day. Staff plan effective support for children who speak English as an additional language and those with communication difficulties. For instance, they help children learn new words and to build on their vocabulary.

### Personal development, behaviour and welfare are good

Staff provide opportunities for children to be physically active. For instance, young children learn to climb in and out of crates and older children run around happily with their friends in the garden. Older children build on their independence, for instance, as they learn to empty food waste from their plates when they finish eating. Children behave well and staff work closely with parents to help children develop a consistent understanding of boundaries. They learn to keep themselves safe and staff teach them how to use resources appropriately. Staff take appropriate action to meet children's needs in the event of accidents, incidents and emergencies, including providing first aid and administering medication.

### Outcomes for children are good

Young children learn to match parts that fit together. For instance, they learn to pair the pictures of animals and birds with their noses and beaks. Older children develop as confident communicators. For instance, they explain to visitors about some samples of their previous work. All children make good progress towards the next stages in their learning and are prepared well for their move to school.

## Setting details

<b>Unique reference number</b>	EY344258
<b>Local authority</b>	Bromley
<b>Inspection number</b>	1068816
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	33
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	London Borough of Bromley
<b>Registered person unique reference number</b>	RP526953
<b>Date of previous inspection</b>	3 June 2014
<b>Telephone number</b>	01689 831193

Blenheim Children's Centre Nursery registered in 2007. It is located in the London Borough of Bromley. The nursery opens on weekdays from 8am to 6pm, with the exception of bank holidays and staff training days. The nursery receives funding for the provision of free early education for children aged two, three and four years. A team of nine staff work with the children, including the manager. Of these, eight staff hold recognised early years qualifications at level 3 or above.

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