

# Bright Origin Nursery Preschool



111-113 Burnt Ash Road, United Reformed Church, London, Uk, SE12 8RA

<b>Inspection date</b>	8 June 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- The provider has not ensured that the newly appointed manager holds a recognised level 3 qualification, as required. However, the provider holds a suitable qualification at level 3 and intends to support the manager until a level 3 qualification is obtained.
- Supervisory meetings do not focus enough on helping staff to improve their knowledge and skills and raise the quality of teaching to a higher level.
- Staff do not consistently challenge the children in planned activities to further extend their learning so that they make the best possible progress.
- At times, the amount of support that staff provide during routine tasks restricts children's opportunities to develop their independence. ?
- Self-evaluation does not identify all areas where improvement is needed.

### It has the following strengths

- Staff are kind and caring and children form strong bonds with all members of the team. They are happy and eager learners who settle quickly.
- Some aspects of teaching are good. Practitioners encourage children to initiate play and support their interests and likes.
- Children are very sociable. They have formed close friendship groups. They play cooperatively together and have fun.
- Practitioners know the children well. They have good relationships with the parents, who speak positively about the manager and staff.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that the named manager holds a full and relevant level qualification at level 3</li> </ul>	20/06/2018
<ul style="list-style-type: none"> <li>■ strengthen arrangements for the supervision of staff to address inconsistencies in teaching and learning more promptly and help children to make the best possible progress</li> </ul>	20/07/2018
<ul style="list-style-type: none"> <li>■ ensure staff plan activities and experiences that challenge all children and promote good progress in their learning.</li> </ul>	20/07/2018

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

- support staff to recognise when to offer more encouragement for children to complete manageable tasks to develop their independence ?
- develop the self-evaluation process to ensure it is effective in identifying all areas that require improvement to improve outcomes for children. ?

### Inspection activities

- The inspector observed children and staff, indoors and outdoors.
- The inspector carried out a joint observation with the manager in the garden.
- The inspector spoke to children, staff and the provider.
- The inspector looked at a range of documentation, including policies and procedures, staff and children's files and relevant certificates.
- The inspector spoke with parents and took account of their views.

### Inspector

Joanna Wilkinson

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider, who holds a level 3 qualification, has failed to ensure that the newly appointed manager holds a relevant early years qualification at level 3, as required. Arrangements for supervising, coaching and training staff are not effective in making sure that they consistently achieve good standards of teaching. Safeguarding is effective. Staff have an appropriate knowledge of the procedures to follow if they have a concern about children's welfare. Regular risk assessments are carried out to make sure that the premises indoors and outdoors remain safe for children. Parents speak positively of the pre-school staff and value the partnerships they have with them. Self-evaluation has not identified all areas where improvement is needed; however, the manager is actively seeking to make changes. For example, the manager has identified the need to make changes to the way that water is accessible to children who are new to the setting and to how they develop their language skills.

### **Quality of teaching, learning and assessment requires improvement**

Overall, staff interact positively with the children as they join in their activities. Some staff do not give enough consideration to the planning of activities, to ensure that children are fully challenged. For example, staff plan to make play dough with the children. However, the activity is quickly rushed through and children lose interest. Children use their problem-solving skills well and receive good support from staff to build on their interests. For example, staff provide children with an assortment of different sized building blocks to support those who are building different sized towers and models. Older children are beginning to recognise which letters are at the start of their names.

### **Personal development, behaviour and welfare require improvement**

Staff provide children with healthy snacks and drinks. However, opportunities for children to develop their independence further are not maximised, for example, at snack time. Children behave well and show kindness to each other. Children have regular opportunities to develop their physical skills and frequently access the outdoor area. Staff help children to learn to keep themselves safe. For example, they discuss the importance of lining up and holding onto the handrail when returning from the outdoor area.

### **Outcomes for children require improvement**

Children enjoy their time at the pre-school but do not make the best possible progress in their learning. They learn some skills that help them for starting school, such as learning how to wash their hands before mealtimes and managing their toileting. Children are confident to share their thoughts and have opportunities to practise early writing skills.

## Setting details

<b>Unique reference number</b>	EY501154
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	1053148
<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
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	22
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Bright Origin Nursery Limited
<b>Registered person unique reference number</b>	RP901089
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	+4407932899992

Bright Origin Nursery Preschool registered in 2016. The pre-school is open from 8.30am to 4.30pm on Monday to Friday, term time only. There are three members of staff, two of whom hold appropriate early years qualifications at level 2 and level 3. The pre-school receives funding to provide free early education for children aged three and four years.

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