

Bright Origin Nursery Preschool

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



Inspection date	17 January 2019
Previous inspection date	8 June 2018

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires improvement	3
Effectiveness of 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 is a provision that requires improvement

- Although improvements have been made, staff do not consistently make the best of opportunities to extend and enhance children's development.
- Staff do not provide activities that sufficiently challenge and stimulate all children to keep them motivated and interested during outdoor play experiences for those children who prefer to play outdoors.
- The provider has not reflected fully on her self-evaluation. Weaknesses are not identified enough or addressed to improve practice.
- Managers have not identified the progress that different groups of children make, to help swiftly identify any emerging gaps in their learning.
- Although supervision is now in place, managers do not focus precisely enough on addressing inconsistencies in teaching and learning to drive improvements forward.

It has the following strengths

- Parents comment positively about how quickly their children settle and develop their communication and language skills.
- The new manager, with support from the provider, plans a wide range of activities inside. Children learn about other cultures and communities. For example, staff teach children how to welcome each other in different languages.
- Children communicate their ideas and recall past events well. For example, they confidently share their thoughts and ideas about the weather.
- Parents are encouraged to give feedback about their children's learning and their views of the provision.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide further focused supervision, support and coaching for staff so that they fully engage children in activities and make the best use of opportunities to extend their learning, so that they make consistently good progress	05/02/2019
improve the quality of teaching across the setting to ensure that all staff understand how to provide challenging activities to meet each child's learning needs.	05/02/2019

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

- create opportunities for children to have more regular access to outdoor play and learning experiences which highly stimulate and challenge their all-round development
- develop monitoring systems to provide a more precise analysis of the progress made by different groups of children, to help identify and address any gaps in their learning
- develop the system for self-evaluation and enable a more precise analysis of the weaknesses identified to improve outcomes for children.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with children and parents and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Angela Colman

Inspection findings

Effectiveness of leadership and management requires improvement

The actions raised at the last inspection have not all been addressed fully. The provider has not yet established an effective self-evaluation system to enable her to address all of the weaknesses and drive improvements forward. The provider does not have adequate processes in place to track groups of children and consistently address any gaps in their learning. Safeguarding is effective. The provider follows recruitment procedures and staff complete an induction programme. Staff are secure in their safeguarding knowledge. They understand the procedures they must follow should they have any concerns. They have completed child protection training and know about wider safeguarding issues. The provider and newly appointed manager are developing planning and assessment methods but these are not yet fully embedded in the nursery. Managers and staff do not always identify when additional resources are needed to extend children's play during activities inside and outside. The provider has not secured robust systems of focused support and coaching for staff to make sure all children are offered consistently high-quality learning experiences. Staff supervise children closely and deploy themselves appropriately to ensure they are safe.

Quality of teaching, learning and assessment requires improvement

Some staff do not quickly recognise when children would benefit from their interaction, to stimulate their interest and support their learning. For example, staff miss opportunities to explore life cycles and mini-beasts when children draw their attention to snails in the garden. Opportunities for older children to develop their understanding of literacy and mathematical concepts are missed during daily routines and activities, for instance, during circle time when they discuss days of the week and while they make play dough as they measure ingredients. Nonetheless, there are times when some staff support children's communication and model language to the children well. Children have opportunities to play outdoors each day. However, the activities and resources are not as well planned and organised as those available inside. Children enjoy making marks and concentrate well during activities when they are painting or using stencils and pencils. Although staff provide a wide range of activities inside some activities are not well used and lack sufficient challenge.

Personal development, behaviour and welfare require improvement

Children are happy and settled. Although children are not fully supported to develop their independence, they are confident and know routines well. Children have a good understanding of self-care and behave well. Staff praise children, which helps to boost their confidence and self-esteem. They are active throughout the day. Children eat healthy snacks and meals. Staff discuss healthy eating during meal times.

Outcomes for children require improvement

Children gain some skills that prepare them for the next stage in their learning. However, variations in the quality of teaching result in missed opportunities to extend some children's learning to help them make consistently good progress in readiness for school. They confidently explore the environment and lead their play. Children develop their hand-eye coordination as they confidently use scissors and develop early writing skills.

Setting details

Unique reference number	EY501154
Local authority	Lewisham
Inspection number	10085011
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 - 5
Total number of places	22
Number of children on roll	5
Name of registered person	Bright Origin Nursery Limited
Registered person unique reference number	RP901089
Date of previous inspection	8 June 2018
Telephone number	+4407932899992

Bright Origin Nursery Preschool registered in 2016. The pre-school is open from 8.30am to 2.30pm on Monday to Friday, term time only. There are three members of staff, two of whom hold appropriate early years qualifications at level 3 and one holds level 2. The pre-school receives funding to provide free early education for children aged three and four years.

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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