

Regal Brook Nursery

38 Upper Wickham Lane, Welling DA16 3HF



Inspection date	30 April 2019
Previous inspection date	1 March 2016

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

Summary of key findings for parents

This provision is inadequate

- The nursery's self evaluation is ineffective. The provider has failed to address all actions raised at the last inspection and continues to not meet the requirements of the early years foundation stage.
- Staff do not all have a clear understanding of the procedures to follow to safeguard children.
- The key-person system is ineffective, resulting in children's needs not being consistently met.
- Children's behaviour is not managed consistently. As a result, children are not supported to understand what is expected of them and why.
- Risk assessment is not effective. As a result, hazards are not identified, and steps are not taken to remove or minimise the risks. This compromises children's safety.
- The observation, assessment and planning of children's learning and development are ineffective. Procedures in place do not focus on the children's individual learning needs and next steps, in order to help them make the best possible progress.
- The provider does not promote the health, safety and well-being of the children effectively. She does not have an understanding of the procedures to follow to ensure the ongoing suitability of staff, particularly in relation to disqualification.

It has the following strengths

- Parents comment positively about the nursery. Children are happy to play with their friends.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure all staff have an adequate knowledge and understanding of safeguarding policies and procedures	07/06/2019
ensure the key-person system is effective and meets the needs of the children	07/06/2019
ensure staff manage children's behaviour appropriately by providing clear explanations so that children understand what is expected of them and why	07/06/2019
ensure risk assessment is robust and all hazards removed, particularly in the garden	07/06/2019
ensure all reasonable steps are taken to ensure the safety of those on the premises in the event of a fire	07/06/2019
ensure staff are clear on the nursery's procedures in place to promote the good health of children in relation to allergies and the prevention of the spread of disease	07/06/2019
ensure staff support children's social skills and communication and provide opportunities to further develop children whose first language is not English throughout the daily routine.	07/06/2019

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

	Due date
develop a clear understanding of what makes an individual disqualified from caring for children and improve the systems to check the ongoing suitability of staff	07/06/2019
ensure all staff use robust systems to implement an effective learning programme to record and plan next steps in all areas of children's progress	07/06/2019
ensure staff monitor and observe children's development effectively to identify any gaps in learning so that children get the appropriate support they need.	07/06/2019

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 provider to evaluate the quality of teaching.
- The inspector looked at children's records and assessments, planning documentation, the provider's self-evaluation and a range of other documents, including policies and procedures.
- The inspector met with the provider to discuss leadership of the setting and improvements made since the last inspection.

Inspector
Frances Oliver

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The provider has a weak understanding of the statutory requirements of the early years foundation stage. She fails to understand disqualification requirements. This means that she does not ensure the ongoing suitability of staff. Despite recent training, the provider does not check staff's understanding of the procedures to follow in the event of concerns about a child. She and staff do not have an accurate knowledge or understanding of how to keep children safe. This is because risk assessments are not effective, which has a significant impact on children's safety. For example, staff do not identify potential hazards in the outdoor area, such as ribbons attached to the railings that are a hazard to younger children. Additionally, in the indoor area a fire exit door is blocked. The provider's monitoring of teaching and educational programmes is ineffective. She fails to ensure that staff have a fully effective understanding of the learning and development requirements. As a result, children's progress is compromised. Children with English as an additional language are not supported well. This has an impact on their opportunities to develop English during their time at nursery. The provider does not ensure the effective monitoring of children's progress. This includes those who receive early years pupil premium funding, who fail to have secure support for their needs. The provider does not know the strengths of practice or the areas for development in the nursery. This has resulted in the deterioration of the care and education at the setting since the previous inspection.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is ineffective. Staff do not assess the progress of individual or groups of children. This is having a significant impact on their learning and development. Staff do not plan activities that promote all areas of learning and do not have a clear understanding of how to promote children's skills. The provider and staff have weekly planning meetings. However, they do not plan activities that match children's individual needs. The provider provides a variety of resources for the children to choose for themselves. However, children at times lose interest and activities become dull. As a result, some children wander around the room with no purpose. Although some staff sit with groups of children, they do not engage with them and this leads to missed opportunities to extend children's thinking and communication skills. For example, during lunch staff do not sit with the children to support their language and social skills. Children do not always have the cutlery they require and need to help each other to open sandwiches or packets, as staff fail to notice that they need help. The key-person system is ineffective. Staff do not always know who their key children are and parents do not always know who their child's key person is. This results in ineffective teaching that is not meeting the needs of the children. This has a significant impact on children's overall learning and development.

Personal development, behaviour and welfare are inadequate

The breaches of the safeguarding and welfare requirements compromise children's safety and well-being. The provider does not promote the health of children attending the setting. This is evident when staff, the provider and parents had different information about the health of a child, resulting in inadequate steps being taken to

prevent the possible spread of an infectious disease. Children's behaviour is not managed consistently. They sit and wait for long periods of time unoccupied, while staff prepare the room or next activity. This was apparent as children were getting ready to go to the garden and became agitated and disruptive, as a result of the disorder. They are not given explanations about their behaviour to support their learning. This puts them and other children at risk. Children's social and emotional development are not supported. This contributes to poor preparation for children's transition to school.

Outcomes for children are inadequate

Outcomes for children are significantly affected by the inconsistent quality of teaching. The weaknesses in teaching result in children not being prepared for their next stage in learning or the transition to school. Overall, children enjoy their time at nursery, but they are not making the best possible progress in their learning and development.

Setting details

Unique reference number	EY470197
Local authority	Bexley
Inspection number	10075587
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	24
Name of registered person	Regal Brook Nursery Ltd
Registered person unique reference number	RP533127
Date of previous inspection	1 March 2016
Telephone number	02037541851

Regal Brook Nursery registered in 2013. It operates from premises at the rear of the Freedom Centre International Church in Welling. It is open on Monday to Thursday from 9am to 4pm, and on Friday from 9am to midday, during term time only. The nursery receives funding for the provision of early years pupil premium for children age three and four years. The nursery employs four members of staff, all 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.

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