

# Inspection of Bright Origin Nursery Preschool

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

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Inspection date: 4 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children relish playing outdoors, where they have opportunities to develop their physical skills. Occasionally, staff do not plan activities outside to support children's mark-making skills. Young children manage small risks and challenges. They show this as they carefully hold the rail to go up and down steps. Parents comment on the positive off-site activities such as trips to the park and walks to places of interest. This builds on children's understanding of the world and their physical well-being. Children are positive and engaged with their learning. They are enthusiastic as they arrive at the setting and are eager to greet their friends. Children have strong bonds with the staff and confidently express their wants and needs. For example, young children are quickly comforted and settled by their key person during sleep times. Children feel safe and secure. Children listen well and patiently, and take turns during group activities. They behave well. Staff have high expectations and use songs and rhymes to support children's learning. Children show this as they confidently sing the days of the week and count up to number seven. Older children identify individual letters such as 'W' for Wednesday. Children are developing their early literacy and mathematical skills well.

## **What does the early years setting do well and what does it need to do better?**

- The manager has high expectations of her setting. Staff work together to provide a curriculum that supports children's individual needs. For instance, they plan threading activities to help children develop their fine-motor skills. Children are well prepared for the next stage of their learning and for school. Staff use their observations of children's interests effectively to build on their skills and knowledge.
- Children are developing a strong sense of themselves as they manage their feelings. They learn how to negotiate with their friends. Young children show this when they take turns using tricycles. Older children learn to share, using sand timers to give them a sense of time passing. Children develop good physical and social skills.
- Staff work closely with parents and gather key words in children's first language to help them settle quickly. All children, including those who speak English as an additional language and those in receipt of funding, make good progress from where they started. Parents receive regular updates about their children's learning. This provides continuity of care.
- Children enjoy experimenting with different materials outside to engage all of their senses. Staff introduce ideas to motivate children to be curious. Young children show this as they explore the effects of water in the sand. They develop good early mathematical and language skills when they discuss textures and count how much pasta they find in the wet sand. Older children build tall towers using large bricks. They sustain their interest while they focus on developing

their skills to balance and construct tall towers. However, staff do not always provide children who prefer to play and learn outdoors with resources to fully develop their early mark-making skills.

- The manager carries out staff supervision sessions and provides new staff with regular coaching to improve their personal practice. That said, the manager does not highlight areas of professional development as quickly as she could to further support all staff to raise the quality of their teaching and provision to the highest levels.
- Staff support children and families to understand the importance of healthy eating. Children develop their understanding of the world. They show this as they engage in shopping trips to the supermarket to buy fruit. Children are encouraged to make choices about what they would like to buy and use real money to make their purchases. Children develop their communication skills and increase their early mathematical awareness.
- Since the last inspection the manager has focused on raising the quality of her provision. She works closely with other providers and professionals and gathers feedback from staff and parents. This helps to identify areas of weakness and areas for development.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that all staff are trained in child protection. New staff complete a thorough induction to confirm their suitability to work with children. Additionally, they complete safeguarding training to ensure their knowledge is up to date. Staff have a good knowledge of the possible signs of abuse. They know what to do if they have a concern about a child in their care. The manager holds team meetings to keep staff up to date with relevant changes and to discuss how to make improvements to the setting. As a result, staff understand their responsibilities.

## **What does the setting need to do to improve?**

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

- review staff professional development plans to identify suitable training opportunities for them to build on their existing good practice to improve children's outcomes further
- provide opportunities for children to develop their mark-making skills in the outdoor area, to support children who prefer to learn outside.

## Setting details

<b>Unique reference number</b>	EY501154
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10093842
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 3
<b>Total number of places</b>	22
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	Bright Origin Nursery Limited
<b>Registered person unique reference number</b>	RP901089
<b>Telephone number</b>	+4407932899992
<b>Date of previous inspection</b>	17 January 2019

## Information about this early years setting

Bright Origin Nursery Preschool registered in 2016. The pre-school is open from 8.45am to 3pm from 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 provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Colman

## Inspection activities

- A sample of documentation, including children's assessment records, staff suitability records and nursery policies and procedures, was seen by the inspector.
- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The manager completed a learning walk with the inspector across all areas of the nursery. The manager explained how the early years provision and the curriculum are organised.
- The inspector and manager observed and discussed the quality of a planned activity.
- The views of parents, children and staff were taken into consideration.

We carried out this inspection 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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