

# Inspection of New Beginnings Day Nursery

The White House, 50 Main Road, Romford, Essex RM1 3DB

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Inspection date: 26 November 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is outstanding**

Children are incredibly confident and happy. The nursery is extremely calm and safe. All staff share consistently high expectations for children's learning. They provide a highly stimulating environment that helps them to deliver a superb range of experiences. Children's behaviour is exemplary. For example, they stand in a group trying on puppets and sing nursery rhymes. They use the exceptional high-quality resources and equipment well. Younger children explore bottles filled with coloured water and weeds and say they see a 'spider'. Older children use scissors to cut cardboard boxes and plastic bottles. They explore water features in the garden and plant herbs, sweetcorn and potatoes. Staff promote all areas of learning outstandingly well. They expertly use opportunities to capture children's interests and extend them further. For example, they follow children's requests to construct different types of structures using play dough, straws and lolly sticks. Staff discuss with children how baked beans arrive on the shelves in the supermarket. Children have outstanding opportunities to develop their independence. For instance, older children take turns to oversee the class library. They stamp books out and hand out a library ticket for the date to return. The dedicated staff place children and their families at the heart of everything they do.

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

- The manager and her team develop highly effective partnerships with parents. For example, all new parents attend an induction meeting and meet existing parents. This enables parents to network and form buddy family groups. The manager and her staff work with parents of children with special educational needs and/or disabilities exceptionally well, to help ensure that their provision is inclusive. Together they agree strategies that they will use to support children's needs, such as physical and behavioural needs. For example, following discussions, parents attend a parenting skills course and training for children's behaviour management. This helps parents to support their children, by promoting a consistent approach. This helps children to be successful in their learning and in managing their feelings and behaviour.
- All staff share an outstanding understanding of the vision for the curriculum and implement this exceptionally well in their practice. They provide high-quality, real-life opportunities for children to build on their prior learning. Children explore and investigate the world around them. For example, older children go on a mini-beast hunt in the garden. They learn to use complex words such as 'millipede' and 'hibernating' as they play. They use binoculars and show a caring attitude to the insects they find.
- Children are highly motivated to learn and readily take on challenge. They are extremely self-assured. Babies explore musical instruments with sheer delight, raising them to their mouths and blowing repeatedly to make a sound. They

giggle with fascination as they listen to the echo. Older children practise hard for their nativity concert and say that, 'We plan to visit the big school on the bus to perform our concert'.

- Children demonstrate exemplary behaviour and excellent social skills. All staff give them consistent messages about their expectations for behaviour. Children request when to award themselves a 'fantastic' or 'superstar' award from the behaviour chart. This helps them to understand rules and boundaries, and how to keep themselves and others safe.
- Children have a highly developed understanding of people and families beyond their own. For instance, they celebrate Raksha Bandhan, a Hindu festival. Parents attend the nursery dressed in their traditional attire with their cultural food and sing in their first language. Parents bring in a decoration of their choice to decorate the nursery's friendship Christmas tree. This helps children to develop high levels of respect for others.
- Leaders act with integrity towards their staff and respect their well-being. For instance, they hold off-site training at the nursery's training academy and arrange team building days. This allows staff to enhance their knowledge and pursue their own interests. The nursery's quality assurance assessors encourage staff to further their skills and provide study support time for staff completing qualifications. Staff report that they feel highly supported in their roles.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have an excellent understanding of how to deal with concerns about children's welfare. They are familiar with the whistleblowing policy and local safeguarding procedures for reporting allegations. Staff have a good understanding of the signs and symptoms of abuse and the procedures to follow. They act quickly to ensure that families receive the support they require. Staff teach children the importance of safety extremely well. Children say that when on trips they hold onto the reign to avoid getting hit by a car. Parents are kept updated about online safety. Recruitment procedures are robust to ensure the suitability of staff working with children.

## Setting details

<b>Unique reference number</b>	EY452945
<b>Local authority</b>	Havering
<b>Inspection number</b>	10128526
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	New Beginnings Nurseries Limited
<b>Registered person unique reference number</b>	RP525507
<b>Telephone number</b>	01708 748447
<b>Date of previous inspection</b>	13 March 2013

## Information about this early years setting

New Beginnings Day Nursery opened in 2012. It is one of three settings and operates from a purpose-built building in Romford, in the London Borough of Havering. The nursery is open Monday to Friday from 8am to 6pm, all year round. There are 20 members of staff. Of these, the manager holds a qualification at level 6, one member of staff holds level 5, one holds level 4, 14 hold level 3 and two hold level 2. The nursery supports funded two-, three- and four-year-olds.

## Information about this inspection

### Inspector

Pauline Valentine-Coker

## Inspection activities

- The inspector and the manager carried out a 'learning walk' in the indoor and outdoor environment.
- The inspector and the manager carried out a joint observation and shared an evaluation of practice.
- The inspector spoke to a number of parents, viewed written comments and took parents' views into account.
- The inspector observed the quality of practice and spoke to children and staff throughout the inspection.
- The manager and inspector held a meeting. The inspector looked at relevant documentation and evidence of the suitability of persons working in the nursery.

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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