

Inspection of The Lighthouse Nursery

Halls Farm House, Milk Street, BROMLEY BR1 5AG

Inspection date: 18 February 2020

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy the time they spend at nursery. They choose activities from a wide range of toys and equipment available, inside and outdoors. Children settle quickly into the nursery and form close bonds with practitioners. Children are proud of their achievements. For example, babies clapped their hands in delight as they successfully built towers with bricks. Children's literacy skills are developing quickly. They are able to read familiar words in play situations. In the role-play shop, for example, pre-school children were able to identify the 'open' and 'closed' signs. Practitioners have high expectations of children's progress. They understand how to structure children's learning to build on what they already know and can do. Children's communication skills are well developed. Practitioners ask open-ended questions which prompt children to explain their ideas and thinking. Children gain an understanding of mathematical concepts and pre-school children are beginning to recognise numerals. Toddlers display increasing levels of independence. They put on their coats and wash their hands before meals. Children are polite and well behaved. They share, take turns and sort out their disagreements independently. When attempting to resolve a conflict with friends, a pre-school child commented that, 'We can't always have what we want, sometimes we have to wait'. Parents value the family atmosphere at the setting and say that their children are happy and make good progress.

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

- Children's have daily opportunities to develop their physical skills and enjoy fresh air and exercise in the nursery garden. They manoeuvre wheeled toys skilfully around the paths, and navigate the climbing frames with confidence.
- Practitioners are well supported in their roles, and the provider has put systems in place to review their well-being during supervisions. Staff work well as a team. Senior practitioners support less experienced colleagues to understand how children develop.
- The progress of children with special educational needs and/or disabilities is carefully checked. Practitioners work closely with parents to understand and meet children's needs. Practitioners act promptly to assess children's learning so that they can plan additional activities to promote their development.
- Children display a love of books and reading. Practitioners support their interest by providing engaging activities based on their favourite stories. For example, after reading 'the Gruffalo', practitioners provided puppets of the characters in the book, and children retold the story.
- Leaders plan a well-balanced curriculum. They monitor children's development to ensure they make good progress across all areas of learning. The manager conducts regular observations and supervisions to ensure that teaching remains effective.

- The provider engages additional providers who deliver sessions for children in subjects such as drama, foreign languages and phonics. This enriches children's experiences and models best practice to practitioners. Practitioners also reinforce what children learn in these sessions. For example, following phonics sessions, practitioners engage children in finding objects around the nursery that relate to the sounds they have learned. They provide phonics cards for parents so that they can practise the sounds with their children at home.
- The provider's routine maintenance schedule does not ensure all safety precautions are in place. For example, some door finger guards had come loose, and some doors did not close securely. This did not impact on children's safety, and the provider acted swiftly to resolve these hazards before the end of the inspection.
- Practitioners undertake daily safety checks of the environment to minimise any hazards. However, on occasions, these are not robust enough to eliminate all risks to children. In particular, those relating to the security of the gates and standing water in the garden. Practitioners have not always followed the provider's agreed procedures relating to the serving of hot food. However, as immediate remedial action was taken during the inspection, there was no further risk to children's safety.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of child protection issues. They are aware of the signs that a child may be at risk of abuse, and know what action they must take should they have concerns regarding a child's welfare. They undertake regular safeguarding training to keep their knowledge up to date. Effective recruitment procedures are in place to ensure adults are suitable to work with children. Some safety issues were identified during the inspection. These were addressed immediately by the manager. Consequently, children's safety is ensured.

What does the setting need to do to improve?

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

	Due date
make sure all risks are promptly identified and managed to ensure children's safety at all times	28/02/2020
undertake routine maintenance to ensure safety precautions are swiftly made effective so that children are safe.	28/02/2020

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

- ensure all practitioners understand and follow health and safety procedures, specifically those relating to the serving of hot food
- ensure that practitioners have the necessary skills and knowledge to undertake thorough risk assessments, and know what action they should take to minimise any hazards to children.

Setting details

Unique reference number	EY455336
Local authority	Bromley
Inspection number	10137793
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	32
Number of children on roll	41
Name of registered person	Osahon, Antoinette
Registered person unique reference number	RP514552
Telephone number	0208 464 2553
Date of previous inspection	10 December 2015

Information about this early years setting

The Lighthouse Nursery registered in 2013 and is situated in Bromley, Kent. The nursery is open Monday to Friday from 7.30am until 6.30pm, all year round, except for a week at Easter, during August and at Christmas. There are 12 staff employed to work with the children, all of whom hold relevant early years qualifications. The provider receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anita Rickaby

Inspection activities

- The manager accompanied the inspector on a tour of the premises and explained how the provision is organised.
- The inspector viewed a sample of documentation, including the childminder's first-aid certificate and suitability checks for staff.
- The inspector met with parents and took their views into account.
- The inspector spoke with children and observed their activities.
- The inspector held discussions with the manager and staff.

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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