

Inspection of Hayeswick West Wickham

33 Addington Road, WEST WICKHAM, Kent BR4 9BW

Inspection date: 9 March 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children build warm bonds with staff, who help them to feel secure and safe, for example, by singing gently to them during nappy changes. Older children eagerly explore very stimulating learning environments, inside and outdoors. Children of all ages are provided with a wide range of accessible resources. Pre-school children, including those who need extra help with their learning and development, are prepared well for school.

Older children demonstrate that they are confident communicators. Babies and toddlers are encouraged to express their views and make choices, such as during story and singing sessions. Some children who use English as an additional language have few opportunities to recognise or use the languages they speak or hear at home. However, they acquire good English speaking skills. Children are frequently able to use their imaginations as they play. For example, they adopt the role of builders and work cooperatively to build pretend walls. Staff further extend children's learning, with explanations about the difference between bricks and breeze blocks. Very occasionally, the support younger children receive to fully engage in activities is less effective.

Children have good opportunities to learn and play outdoors. They plant seeds, grow flowers and have frequent opportunities for more active play experiences. Children show that they are independent and motivated learners. They build the skills that they need for successful learning at school.

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

- Leaders have effective arrangements to support staff and enhance the quality of teaching practice. Peer-on-peer observations and staff supervision meetings help to identify staff strengths and professional development opportunities.
- Staff plan experiences and activities that motivate children to learn. For example, children eagerly investigate the texture of cornflour and explore colour mixing with kinetic sand. Very occasionally, staff do not notice when babies need their support to engage with activities.
- Staff demonstrate positive interactions, for example, through consistent eye contact, calm tones of voice and by getting down to children's level as they play. Children who use English as an additional language acquire good English speaking skills. However, opportunities for children to recognise or use their home language as they play and learn are less well developed.
- Staff encourage children to communicate, talk together and share their ideas. Babies and toddlers make choices about what to sing, for example, through the use of visual aids. Staff involve children in shared stories effectively, for example, by using props.

- Children's moves into, and within, the nursery are well managed by staff, who work effectively with parents to help children cope successfully with change. Staff share information with parents and encourage a shared and consistent approach to children's care and learning.
- Parents receive support to build on children's learning, for example, through information shared in newsletters and opportunities to use nursery resources. Parents appreciate the commitment of staff and speak highly of their warm and professional approach.
- Staff support children to learn how to keep themselves safe as they practice their skills. Children shriek with glee as they skilfully manoeuvre scooters at speed. Children also develop their physical skills well indoors, for instance during regular music and movement sessions.
- Staff support children's mathematical development well. For example, they draw children's attention to ripples and patterns created by splashing in puddles. Staff use mathematical language as children enjoy mixing potions and lotions and explore volume and capacity.
- Children behave well. They respond well to instructions and show that they know what is expected of them. Staff give consistent support to help children do things for themselves. For example, staff show children how to wash their hands more thoroughly and encourage children to pour drinks and serve their own meals.
- Staff implement activities to support children to understand more about each other. They discuss where in the world children and their families come from. This helps children to better understand what they may have in common.
- The special educational needs coordinator works very effectively with parents, staff and other professionals. Staff implement strategies suggested by specialists and show a strong commitment to help narrow gaps in children's learning and development. Children with special educational needs and/or disabilities receive good support and progress very well from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to update their safeguarding knowledge. They are clear about the potential risks posed to children, including from exposure to extreme views. They know what action to take if concerned about a child, or the behaviour of a colleague. The manager liaises well with other agencies to help protect children's welfare. Staff manage risks effectively, inside and outdoors. They share information about children's personal care and implement accident procedures effectively. The manager follows safer recruitment guidance and has effective arrangements for inducting new staff. She regularly checks the ongoing suitability of staff and sessional tutors.

What does the setting need to do to improve?

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

- strengthen opportunities for children to recognise or use their home language as they play and learn
- enhance the support given to younger children to engage with activities.

Setting details

Unique reference number	EY307565
Local authority	Bromley
Inspection number	10128431
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	53
Number of children on roll	61
Name of registered person	Hayeswick Limited
Registered person unique reference number	RP906059
Telephone number	0208 462 8228
Date of previous inspection	2 September 2014

Information about this early years setting

Hayeswick West Wickham nursery registered in 2005 and is one of two privately owned nurseries owned by the same provider. The nursery is located in West Wickham, in the London Borough of Bromley. The nursery is open each weekday from 8am to 6pm, for most of the year. The nursery receives funding for the provision of free early education to children aged three and four years. Twenty-one members of staff, including the manager, work directly with children. Of these, four hold relevant qualifications at level 4 or above, 10 hold qualifications at level 3 and two have level 2 qualifications.

Information about this inspection

Inspector
Kareen Jacobs

Inspection activities

- The manager, deputy and inspector completed a learning walk together.
- The inspector discussed teaching and learning following a children's activity.
- The inspector observed the quality of interactions between the staff and children, and assessed the impact on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of persons working at 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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