

Inspection of Regal Brook Nursery

38 Upper Wickham Lane, Welling DA16 3HF

Inspection date:

13 March 2020

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Overall, children have settled well into the nursery and enjoy attending. Some children are gaining skills that support their independence and future learning. For example, some older children can put their coats on and begin to learn how to do zips. However, weaknesses in the curriculum's intent and implementation do not ensure that all children make the progress that they are capable of. The manager and staff do not set high expectations for all children's learning. Resources and activities are not challenging enough to help children test their ideas and become curious learners. In addition, staff's interaction with the children is not consistent to help support and build their learning. For example, staff fail to build effectively on children's ideas while exploring construction tools and recycling materials. As a result, some children become disinterested in activities and wander around. Nonetheless, staff use some group-time activities well to help encourage children's listening and attention skills. For instance, staff used props really well to educate the children about keeping healthy and washing their hands. Overall, children behave well and feel secure in the nursery to some extent.

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

- Self-evaluation is weak. The provider has not met the previous action around her and her staff's safeguarding knowledge. Although she has taken steps to address some of the actions raised at her previous inspection, this is not enough to raise standards in the pre-school. The quality of provision is still inadequate, which shows the provider lacks the capacity to improve.
- The manager and her deputy do not have a robust understanding of safeguarding and child protection. They are unable to identify when a child is at risk of significant harm and the correct procedures to take to safeguard their welfare. This means that children's safety cannot be assured.
- Arrangements for supervision, training and support for staff practice is weak. Some staff are not aware of their roles and responsibilities in keeping children safe. In addition, the manager has not done enough to address the inconsistencies in staff's teaching skills.
- The curriculum intent and implementation is not ambitious enough to ensure children make the progress that they are capable of. The manager and staff do not provide a well-resourced learning environment to help children build on their interest and develop their curiosity. In addition, some activities do not offer sufficient challenge, which has an impact on the progress children make. Children do not make consistently good progress across all areas of learning.
- The manager and staff do not provide adequate support or intervention to help children whose first language is not English to make better progress in their communication and language skills. This does not ensure that all children are prepared well enough for their next stage in learning, including starting school.

- Generally, staff gather information about children's dietary and medical needs when they start, to help meet their care needs. In addition, they provide snacks and daily opportunities for outdoor play to help support children's physical well-being.
- Overall, staff use effective strategies, including the use of a soft-toy mascot named 'Swiper', to remind children of behaviour expectations. In addition, they teach children to value and respect one another and provide activities that reflect the diversity of children's backgrounds and experiences. This helps children to learn how to behave and acquire skills for life, such as being tolerant and respecting other people's cultures and beliefs.
- Staff work well with parents to help provide continuity in children's care and learning. For example, they speak to parents regularly about children's care routines and their learning. In addition, they provide home-learning activity bags for parents to continue certain activities at home to reinforce learning. Parents speak positively about the pre-school.

Safeguarding

The arrangements for safeguarding are not effective.

The manager and her deputy are unclear of the nursery's safeguarding policy. They fail to recognise when a child is at risk of potential harm and how to refer their concerns. In addition, the deputy does not understand her role and responsibilities. For instance, she does not know the procedure to follow if concerns were raised about a staff member in the absence of the manager. This puts children at significant risk of harm. The team has completed recent safeguarding training and discusses child protection during staff meetings. However, this has not helped to sustain and improve their knowledge and understanding.

What does the setting need to do to improve?

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 and leaders have a secure and up-to-date understanding of child protection that includes knowledge of how to identify and refer potential safeguarding concerns, and the procedures to follow in the event of an allegation	10/04/2020

establish an effective system for the supervision of staff, which provides appropriate coaching and training, to improve their knowledge and understanding, and raise the quality of the provision to consistently good levels.	10/04/2020
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To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide a well-designed curriculum that takes into account children's individual interests and stages of development to help them make the progress that they are capable of	11/09/2020
ensure effective arrangements are in place to support children who speak English as an additional language to help them make better progress in their communication and language development.	11/09/2020

Setting details

Unique reference number	EY470197
Local authority	Bexley
Inspection number	10109322
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	21
Name of registered person	Regal Brook Nursery Ltd
Registered person unique reference number	RP533127
Telephone number	02037541851
Date of previous inspection	30 April 2019

Information about this early years setting

Regal Brook Nursery registered in 2013. It operates from premises at the rear of the Freedom Centre International Church in Welling. It is open 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 education for children aged two, three and four years. Four staff members work directly with the children. This includes the provider, who is also the manager. All staff hold an appropriate early years qualification.

Information about this inspection

Inspector

Josephine Afful

Inspection activities

- A learning walk of the play and learning areas was conducted by the manager and inspector.
- The inspector spoke to parents and took their views into account.
- The inspector spoke with staff at convenient times.
- The inspector viewed a range of documentation, such as evidence of staff suitability and paediatric first-aid qualifications.
- The inspector completed a joint observation with the manager and held discussions about children's learning.
- The inspector observed the quality of education and its impact on children's learning.

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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