

# Inspection of Regal Brook Nursery

38 Upper Wickham Lane, Welling DA16 3HF

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Inspection date: 12 May 2021

| <b>Overall effectiveness</b> | <b>Inadequate</b> |
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| The quality of education | <b>Inadequate</b> |
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| Behaviour and attitudes | <b>Inadequate</b> |
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| Personal development | <b>Inadequate</b> |
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| Leadership and management | <b>Inadequate</b> |
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| Overall effectiveness at previous inspection | Inadequate |
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## What is it like to attend this early years setting?

### The provision is inadequate

Children are not safe at this nursery and they do not thrive in their education. This is because the provider continues to fail to understand and meet both the safeguarding and welfare and the learning and development requirements of the early years foundation stage (EYFS).

The manager does not provide children with a rich curriculum that covers all areas of learning. Consequently, children do not learn the range of skills to prepare them well enough for the next stage in their learning. Children build friendships with their peers and happily play with each other. However, they often wander around and are not engaged in any meaningful learning or interactions. Staff do not consistently provide children with stimulating and age-appropriate play experiences. They interrupt children's learning, moving them from activities they are engrossed in to complete planned activities children lose interest in. This limits children's opportunities to develop their skills and curiosity. Some activities are uninspiring, and children become bored and restless.

Staff do not provide enough opportunities for children to develop their communication and language skills and extend their vocabulary. For example, staff do not listen to what children say and do not provide children with time to think and answer questions. Children do not routinely listen to, and enjoy, stories during the day. As a result, children, particularly those who learn English as an additional language, do not make enough progress.

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

- The provider has not driven improvement since the last inspection to ensure the statutory requirements of the EYFS are met. Many of the breaches of the EYFS requirements found at this inspection have been raised before by inspectors. This means the provider continues to give children poor quality care and education.
- The manager has refused to share documents to show that staff are safe to work with children. They have not demonstrated that staff have the required Disclosure and Barring Checks, paediatric first-aid certificates and qualifications. This potentially puts children's safety at risk. In addition, there is no allocated deputy manager in place, which is a breach of requirements.
- The provider does not monitor the quality of provision effectively. They do not identify weaknesses in practice or give all staff the monitoring, training and support they need. As a result, staff provide poor education for children and some staff practice is unsafe. For example, the manager and staff continue to fail to follow the nursery's child protection policies and procedures. Moreover, they do not ensure that a first-aid box is available at all times, particularly when

children are in the garden. This puts children's health and well-being at risk.

- The provider does not ensure that staff provide a well-designed curriculum that covers all areas of learning. Staff do not know what it is they want children to learn. They do not plan activities and are not flexible enough to meet the learning needs of all children participating. They do not adapt their teaching and address gaps in children's knowledge to help them make the progress they are capable of. For example, during a maths activity, some children show they can recognise and name numbers. However, some children get bored waiting and leave the activity without any new knowledge.
- Staff have a poor knowledge and understanding of how to effectively promote children's communication and language skills. They do not routinely engage with children during the day, help children think for themselves or extend their vocabulary. This does not help children who require additional support to develop their English. For example, when children say something that staff do not understand, staff ignore them. Consequently, children who learn English as an additional language do not make the progress they are capable of in readiness for their move to school.
- The lack of stability in staffing has resulted in weak key-person arrangements. The manager has key-person responsibility for all children and does not fulfil this role in meeting their care and learning needs. The manager has not made parents aware of who their child's key person is. This limits parents building relationships with staff and working together with their child's key person.
- Staff do not give attention to children who need support to meet their individual needs. The manager does not organise staffing so that children are effectively supervised. For example, on occasions, when one staff member is busy tidying-up and the other is doing an activity with a small group of children, other children are wandering around without purpose.
- Staff do not always follow basic hygiene practices to eliminate cross contamination. They do not clean floor mats that children and adults have been walking on, wearing shoes that have been worn outside. Children then sit on these mats to eat their snack. Children wash their hands before snack time. However, some then use their hands to crawl and place fruit directly onto the dirty mats before eating the fruit. This is not hygienic and puts children's health at risk.
- Staff do not effectively monitor the progress of children. They do not gather information about what children know and can do when they start at the nursery. As a result, staff do not effectively plan for children's individual needs and not all children make enough progress.
- Parents report that they are satisfied with the nursery. However, communication with parents is not effective. For example, the manager does not keep parents up to date with staffing arrangements and does not ensure that staff follow parents' advice in relation to their children's needs.
- Although staff do not purposefully plan activities outside, children enjoy running around, riding cars and scooters and kicking the balls in the fresh air.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that all staff, including the manager, have appropriate safeguarding knowledge. Staff do not follow the correct policies and procedures to protect children from harm. For example, staff do not effectively monitor children when they arrive with injuries to keep them safe and healthy. The nominated individual, who is also the manager of the nursery, fails to provide all required evidence to show that recruitment procedures are safe and that staff are all suitable to be caring for children.

### 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 that all necessary steps are taken to keep children safe and well and provide a safe and stimulating environment for children to learn in        | 04/06/2021 |
| demonstrate a secure and up-to-date knowledge and understanding of child protection policies and procedures   | 04/06/2021 |
| ensure all staff understand and implement child protection policies and procedures, particularly in relation to monitoring existing injuries            | 04/06/2021 |
| improve systems for monitoring the suitability of all staff, including the manager, to ensure they remain able to fulfil the requirements of their role | 04/06/2021 |
| provide, when requested, recorded information about staff qualifications, identity checks and vetting processes that have been completed                | 04/06/2021 |

|   |            |
|---|------------|
| ensure that all staff, including leaders and managers, have a clear understanding of their roles and responsibilities, including compliance with statutory requirements | 04/06/2021 |
| implement an effective system for the supervision of staff to improve the quality of education staff provide to children  | 04/06/2021 |
| ensure there is a named deputy who is qualified and capable to take charge in the manager's absence   | 04/06/2021 |
| implement a key-person system that is effective, so that children's individual needs are met and that parents are aware of who their child's key person is              | 04/06/2021 |
| improve staff deployment to ensure that all children's care and learning needs can be effectively met at all times  | 04/06/2021 |
| ensure the first-aid box is accessible for use, including when children are playing in the garden   | 04/06/2021 |
| provide a suitable and hygienic area for when children are eating, particularly at snack times  | 04/06/2021 |
| share records and information when requested, including staff recruitment records, evidence of paediatric first-aid and staff qualifications.                           | 04/06/2021 |

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

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|  | <b>Due date</b> |
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| provide a rich and well-designed curriculum that covers all areas of learning effectively and takes into account children's individual needs, abilities and stages of development, to help them make the progress that they are capable of | 14/06/2021 |
| implement effective arrangements to support children who speak English as an additional language, to help them make better progress in their communication and language development  | 14/06/2021 |
| ensure staff monitor and observe children's development effectively, to identify any gaps in learning and plan appropriate support for their individual needs  | 14/06/2021 |
| improve partnerships with parents to ensure their children's individual needs are met, and parents are regularly informed about any changes in the arrangements within the setting, including staffing and key-person arrangements.        | 14/06/2021 |

## Setting details

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| <b>Unique reference number</b>                     | EY470197                           |
| <b>Local authority</b>                             | Bexley                             |
| <b>Inspection number</b>                           | 10151448                           |
| <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 at time of inspection</b> | 3 to 4                             |
| <b>Total number of places</b>                      | 30                                 |
| <b>Number of children on roll</b>                  | 16                                 |
| <b>Name of registered person</b>                   | Regal Brook Nursery Ltd            |
| <b>Registered person unique reference number</b>   | RP533127                           |
| <b>Telephone number</b>                            | 02037541851                        |
| <b>Date of previous inspection</b>                 | 13 March 2020                      |

## 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 Tuesday to Thursday from 9am to 3pm, during term time only. Two staff members work directly with the children. This includes the nominated individual, who is also the manager.

## Information about this inspection

### Inspector

Nataliia Moroz

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the premises and the interaction between staff and children, both inside and outside.
- Children spoke to the inspector about their experiences at the setting.
- The inspector did not complete the learning walk and joint observation with the manager, as the manager did not engage.
- The manager refused to provide the inspector with a range of required documentation.

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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