

Inspection of New Foundations Day Nursery

41 Church Road, Bexleyheath, Kent DA7 4DD

Inspection date: 19 May 2022

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Leaders and staff prioritise children's fun and enjoyment in the nursery. Staff are caring towards children and develop strong bonds with them. They are responsive to babies who need reassurance to settle, and this supports children's personal development. As a result, children become confident at the setting. They show that they feel safe, know the routines and develop independence.

Staff provide children with an array of resources and activities that keep most children busy and where they can use their knowledge and skills. For example, babies enjoy rolling cars through paint, and older children practise cutting vegetables that they have grown in the garden.

However, staff do not fully consider what it is that they want children to learn from activities and routines. Consequently, some children, including those with gaps in their learning and development, do not make as much progress as possible. For example, children who need support to develop their social skills spend long periods of time playing alone. Sometimes, toddlers, who are learning about boundaries, display unwanted behaviour because staff do not focus on supporting their play and learning.

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

- Leaders know that there are inconsistencies in the quality of education. They have put measures in place to identify where specific support is needed to improve and ensure that the intended curriculum is implemented. However, this is in the very early stages.
- Leaders know what it is they want children to learn before they move on to their next stage of development. For example, they expect a focus on children's communication and language development. Leaders want babies to understand the back and forth nature of conversation and speak single words before they move on to the toddler room. They want toddlers to begin to use verbs and tenses. However, the quality and quantity of staff's communication and interactions with children are variable. This is because staff do not plan what it is that they want children to learn from the conversations they have with them, the activities they provide and the routines. Consequently, this limits the amount of progress children make, particularly those with gaps in their learning and development.
- Staff are passionate about children being able to make choices and they provide activities based on children's interests. This benefits children who are interested in those activities and they use their prior knowledge. However, because there is no clear focus on what individual children need to learn next, children's progress is limited.

- Staff implement robust hygiene procedures, which support children's health and well-being. For example, they routinely use protective gloves for nappy changing and when serving food. Staff encourage children to learn good self-care skills, such as washing their hands after using the toilet and before eating. Children develop independence skills, such as when they use the tongs and ladles to serve themselves at lunchtime. They learn to pour their own water. However, sometimes, staff do not consistently support leaders' curriculum intent for children to learn about healthy choices, such as developing healthy eating and drinking habits.
- Staff provide children with frequent access to outdoor activities and there is plenty for children to do. For example, children develop their imaginations, and use clipboards and pens to write lists in their role play outdoors. They have a range of tools to use in the sand, and staff introduce babies to rakes, spades and forks. However, because there is no focus on what staff want children to learn, babies soon lose interest.
- Parents' reviews on the provider's website show that they are very appreciative of the support that they receive from staff. This particularly relates to them and their children during the COVID-19 pandemic and for children with specific needs. However, staff do not always work closely enough with parents to understand children's cultural and home traditions, and routines. This means that some children's individual needs are not fully met, and learning about their uniqueness and differences in others is limited to specific times of the year.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make appropriate notifications and referrals to statutory agencies when there are significant events or concerns about children's welfare. Staff are aware of what might indicate a child is at risk of harm. They can describe the procedures they need to follow if they have safeguarding concerns. Leaders and staff consistently follow the procedures in place to prevent children from leaving the premises and keep children safe. There are robust systems in place to protect children with food allergies.

What does the setting need to do to improve?

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

	Due date
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<p>improve staff's understanding of what children need to learn, and how they can achieve this through a focus on children's communication and language development and the activities, resources, environment, care practices and routines they provide</p>	<p>30/06/2022</p>
<p>plan a curriculum for children that focuses on gaps in what they know and can do already.</p>	<p>30/06/2022</p>

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

- work more closely with parents to understand children's routines and experiences at home, and their uniqueness, in order to support their individual needs and help children to progress to the next stage in their development.

Setting details

Unique reference number	EY268011
Local authority	Bexley
Inspection number	10234738
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	0 to 4
Total number of places	29
Number of children on roll	57
Name of registered person	New Foundations Day Nursery Limited
Registered person unique reference number	RP905484
Telephone number	0208 301 4369
Date of previous inspection	17 February 2017

Information about this early years setting

New Foundations Day Nursery registered in 2003 and is located in the London Borough of Bexley. It is one of two nurseries run by the same provider. The nursery offers care from Monday to Friday, 7.30am to 6pm, for 51 weeks of the year. There are 20 members of staff, 15 of whom hold appropriate childcare qualifications at level 3 or above. The provider receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Sam Sleeman-Boss

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The managers led the inspector on a learning walk and told her about what they want children to learn at the nursery.
- One of the managers carried out a joint observation with the inspector. They looked at how well staff teach children what they want them to learn.
- The managers and staff held discussions with the inspector throughout the inspection.
- Children talked to the inspector about their experiences of the nursery. The inspector took account of parents' views from reviews written on the provider's website.
- The inspector looked at documents relating to the suitability of those working with children, such as their qualifications and first-aid training.

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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