

Inspection of New Foundations Day Nursery

41 Church Road, Bexleyheath, Kent DA7 4DD

Inspection date: 20 April 2023

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

What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and secure in this welcoming and homely nursery. On arrival, some parents leave their children with staff at the door, while others choose to go in with them. All children arrive content, happy and ready to begin their day.

The provider's curriculum planning has improved well since the last inspection and staff have high expectations for what children can achieve. They help children to learn new skills through their everyday experiences and personal interests. For example, older children talk about snails and draw maps to show where such creatures might live. They eagerly share their ideas about finding dark, wet spaces for them. Toddlers enjoy stories about underwater creatures. They go on to talk about the toy sharks and an octopus during water play. Staff respond well to babies' early social interactions, for example, as they ask for 'more please' at mealtimes. Children make good progress in their learning.

Managers place a strong focus on developing children's independence as they move through the nursery and on to school. Babies and toddlers attempt to wipe their faces after mealtimes and older children follow personal care routines with ease. Despite minor inconsistencies in how staff help children begin to manage their own behaviour, they continually motivate all children to enjoy their learning.

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

- Leaders and managers have worked hard to meet the actions set at the last inspection. They plan and implement an effective curriculum that builds on children's knowledge and interests and closes any gaps in their learning. They effectively support staff to improve their teaching skills and to help children make good progress in readiness for their future learning.
- Staff implement the curriculum for children's communication and language development well. They continually narrate children's play, ask interesting questions and introduce new words to develop each child's vocabulary. Older children are confident communicators who learn and repeat new and complex words. Babies enjoy the repetition of action songs that help them to develop their early speech and language skills.
- Staff have a good understanding of their teaching responsibilities. They fully embrace the provider's intentions for making children's transitions through the nursery and on to school a success. They do not always recognise when older children lose concentration, for example, during interruptions of focused activities or when noise levels rise. However, this does not detract from the good teaching in place overall.
- Staff place great emphasis on all children gaining a love of books and stories.

Staff use story times to help children learn about the world around them and to develop their interests in different ways. For example, older children regularly act out their favourite stories in role play. Younger children explore natural resources and toy animals to build on their enjoyment of their favourite books.

- Children behave well most of the time and are kind to each other. Very occasionally, younger children copy the actions of others or fail to share resources. Staff do not take all opportunities at these times to help them begin to learn about regulating their own behaviour. That said, staff manage children's behaviour well overall, and children show good attitudes towards learning. They become respectful and inquisitive learners.
- Staff are consistently caring and affectionate towards the children. They know them well, which helps to create trusting relationships. Babies look for their favourite adults who are quick to soothe them when they need attention. Older children confidently lead in their play, for example, as they gently remind others that books are for reading, not for sitting on. Children develop good levels of self-assurance and well-being.
- Staff work effectively with parents and outside agencies to support children with special educational needs and/or disabilities. They understand how to meet their individual needs and help them to make good progress from their unique starting points.
- Staff provide parents with regular feedback about their children's progress and offer ideas for extending their learning at home. Parents report that they are very satisfied with the level of care and education that staff provide for their children. They value the regular feedback they receive from staff about their children's progress.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand how to recognise and respond to different safeguarding issues and what to do in the event of a concern about a child. They also know the procedures to follow in the event of an allegation being made against an adult in the setting. Leaders closely monitor the setting's mobile phones that staff use as part of sharing children's progress with parents. They also have measures in place to help ensure that children stay safe online. Staff use risk assessment well to keep children safe, including on stairways. They help children to learn about personal safety, for example, as children run around outside and share equipment.

What does the setting need to do to improve?

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

- enable older children to focus even more during their learning experiences so

that they further develop the concentration skills they need for their future learning

- consider further ways to help younger children regulate their own behaviour to build on the good behaviour management procedures in place.

Setting details

Unique reference number	EY268011
Local authority	Bexley
Inspection number	10244737
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	19 May 2022

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 is open each weekday, from 7.30am to 6pm, for 51 weeks of the year. There are 16 members of staff, 10 of whom hold appropriate childcare qualifications at level 3 or above. One member of staff holds qualified teacher status. The provider receives funding to provide early education for children aged two, three and four years and also receives early years pupil premium funding.

Information about this inspection

Inspector

Stephanie Graves

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the managers and has taken that into account in their evaluation of the setting.
- The managers showed the inspector around the premises and explained how the different areas are used for children's learning.
- The inspector spoke to parents to gain their views about the quality of care and learning their children receive.
- Children spoke to the inspector about their interests and to ask questions. The inspector spoke to staff and managers at convenient times.
- The inspector conducted a joint observation of an activity with one of the managers.
- The managers provided records and documentation for the inspector to sample.

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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