

Inspection of Orpington Day Nursery

15 Moorfield Road, ORPINGTON, Kent BR6 0HG

Inspection date: 28 April 2023

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

Children arrive happy to attend and enjoy their time at nursery. They are warmly welcomed on arrival and demonstrate their independence by taking off their coats, changing their shoes and finding their labelled pegs. Staff are attentive to children's needs and offer cuddles and reassurance if children become upset. Staff know the children well, which helps them to feel safe and secure.

Children make choices and enjoy the activities on offer. Staff follow children's interests when providing activities. Overall, children show a positive attitude to their learning. For example, children enjoy washing dolls, dressing up and using their imaginations and playing with cars. Staff engage children in conversation and ask questions to extend their communication skills. However, staff do not always consider children's learning and development well enough. They do not consistently build on their next steps to help children develop as confident learners.

Staff role model positive behaviour and talk to children in a calm and caring manner. Children show a kind nature to their peers, share resources and take turns. Children are encouraged to use good manners and regularly receive praise. Children listen to instructions and respond well. However, staff do not always give clear explanations, especially at transition times, to support expected behaviour.

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

- Staff provide a broad range of activities to support children's learning. However, weak planning focuses on the activities rather than what staff want children to know and learn. Staff use observations and identify next steps for children's learning. These, however, are not consistently linked to activities to ensure children make the best possible progress in their learning.
- The manager in post at the time of the inspection does not monitor staff practice effectively. She does not communicate with staff during transition times to ensure they know what their role is. For example, staff complete jobs like sweeping the floor, washing tables and setting up activities after lunch. This leave children unsure of what is expected of them. As a result, the room changes from a calm learning environment to being rather chaotic, and children's behaviour deteriorates.
- Children enjoy participating in activities and engage well with staff, both individually and in small groups. However, during large-group activities, like circle time and story time, younger children become distracted and lose interest. Staff do not act quickly enough to support children to refocus or offer alternatives. Therefore, younger children do not always access meaningful activities that help them develop confidence in their learning.
- Partnerships with parents are strong. Parents speak highly of the staff and

service they provide. They state that their children are settled, enjoy attending and have made good progress in their language and social skills. Children have also improved their independence and made strong attachments to their key person. Parents receive regular updates on their children's progress through the dedicated app for parents and termly reviews.

- Staff use opportunities well to promote children's mathematical and physical skills. Children count together; they match items to numbers, and older children learn to subtract. Children enjoy playing games outside; they ride trikes and use the slide. Children learn positional language as they steer the cars forwards and backwards. Staff challenge children to problem solve by checking if the cars are the right size to fit through the tunnel.
- Children develop good language and literacy skills, which supports them to become confident communicators. Staff support bilingual learners well. They share stories in small groups and ask meaningful questions. Children join in with the repetitive text. Children enjoy singing and mark making and extend their fine motor skills. They draw on whiteboards, write the letters of their name and demonstrate their creative skills by using chalk and painting with a variety of tools.
- The manager regularly provides supervision for staff and supports their well-being. Staff have opportunities for continued professional development, which helps to increase their knowledge and understanding. Robust recruitment procedures are in place, and inductions for new staff help them to understand some aspects of their role. The manager reviews practice and seeks views from staff and parents to help make improvements.

Safeguarding

The arrangements for safeguarding are effective.

Staff use daily checks and risk assessments to ensure the environment is safe for children to play. They talk to children about safety and maintain ratios and supervise children, especially during mealtimes and when sleeping. All staff have completed safeguarding training, including 'Prevent' duty. They recognise the signs and symptoms of abuse and neglect. Staff know the correct procedures to follow if they have any concerns about a child's welfare. Staff understand the importance of whistle-blowing if they have concerns about a colleague. The manager ensures that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- strengthen planning to focus more precisely on children's next steps, helping them to make the best possible progress
- improve monitoring of staff practice to ensure children are helped to understand

expectations and are fully supported, especially during transition times

- review the organisation of group activities to ensure younger children remain more focused and engaged in learning experiences.

Setting details

Unique reference number	EY473226
Local authority	Bromley
Inspection number	10263686
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	2 to 4
Total number of places	29
Number of children on roll	39
Name of registered person	George Day Nurseries Limited
Registered person unique reference number	RP531883
Telephone number	01689 829501
Date of previous inspection	9 May 2017

Information about this early years setting

Orpington Day Nursery registered in 2013. It is located in Orpington, Kent. The nursery opens Monday to Friday, all year round, from 7.30am to 6pm. The nursery receives funding for two-, three- and four-year-old children. There are six members of staff, three of whom hold a childcare qualification at level 2 to 4, while two are working towards a qualification at level 2 and above.

Information about this inspection

Inspector
Helen Craig

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 manager and has taken that into account in her evaluation of the nursery.
- The manager and inspector carried out a learning walk together to discuss staff's intentions for children's learning.
- The manager and inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to parents, staff and children and took account of their views.
- The inspector held discussions with the manager about safeguarding and how she evaluates staff practice.
- The inspector looked at relevant documents, including paediatric first-aid certificates, qualifications, insurance, and suitability checks.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023