

Inspection of Rehoboth Day Nursery

44 Alverton Street, London SE8 5NH

Inspection date: 2 May 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 and are greeted warmly by the staff and their friends. All children, including those who receive funding and children with special educational needs, are supported to form secure emotional attachments. This helps children to confidently make choices about what they would like to play with. However, children do not benefit from a consistently ambitious curriculum. For instance, staff focus some activities on the end product and do not give children the opportunity to explore for themselves.

Children play cooperatively. For example, staff remind children to wait for the sand timer to finish, before they can have their turn in the sandpit. Children behave well. They enjoy developing their physical skills in the garden. For instance, older children throw the ball into the basketball net. Younger children fill buckets with sand to build sandcastles. Children concentrate well and have a can-do attitude. They build on their confidence skills. Staff support children to build on their vocabulary. For instance, children sit and listen to stories and enjoy guessing what will happen next. Overall, parents are positive about the care that their children receive. However, they comment that they would appreciate more information about their children's learning.

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

- The manager follows a recruitment process and supports staff and volunteers to complete mandatory training. However, the induction process is not robust. Staff do not have a clear understanding of their roles and responsibilities. Although the manager has policies and procedures in place, they do not clearly identify who to contact in specific scenarios. Consequently, some staff are not sure if they should contact the local authority designated officer or the local multi-agency safeguarding hub's team. However, there is little impact on children's safety because staff know that they must report any concerns about children's welfare.
- Although the manager works with staff to plan activities, some activities do not have clear learning intentions. Staff do not provide an ambitious curriculum across all areas of learning. For instance, staff plan an activity for children to use paints and their handprints to celebrate the King's coronation. They do not focus activities to meet the needs of all individual children. As a result, staff pitch activities too low or too high for the age of children taking part. Older children do not have the opportunity to try the painting activity for themselves. Young children wait for a long time, lose focus and do not remain engaged.
- Staff encourage children to identify their coat peg when they arrive. However, on occasions, staff do things for children that they can do for themselves. For instance, some children are not encouraged to put on their shoes and coats. In

addition, staff do not give the toddlers the opportunity to try tasks, such as going up and down the steps. This does not consistently help to build on children's independence skills.

- Staff support children's communication and language skills in this diverse and inclusive nursery. Some staff in the nursery are bilingual and often speak to children in their home languages. Parents comment on how much their children enjoy the nursery. However, the manager has not yet extended the partnership with parents further. For instance, parents are not fully informed about how they can support their children's learning at home.
- Staff support children to develop their mathematical and literacy skills. For instance, during group circle time, children take great delight in naming different shapes. Older children can identify shapes such as a 'pentagon' and an 'octagon'. Children confidently count the number of sides each shape has. They receive lots of positive praise for their efforts.
- Children enjoy their social interactions during snack times and mealtimes. They are offered fresh fruit and freshly prepared meals. Children show a great interest in, and a good understanding of, what makes them healthy. For example, they talk about some of the vegetables they find in their lunch. Pre-school children comment, 'I love broccoli, it makes you big and strong.'
- The ambitious manager makes creative changes to the environment to support staff and children and to ensure that ratios are met. For instance, she has turned the toddler room into a sensory room. This enables children to go in groups into a calm environment and explore their senses. Children engage in new experiences and show good levels of curiosity.

Safeguarding

The arrangements for safeguarding are effective.

The manager has systems to ensure that staff are safe to work with children. She makes sure that staff undertake relevant training, such as safeguarding and paediatric first aid. Staff are aware of the signs and symptoms that may indicate a child is at risk of abuse or neglect. This includes children who may be at risk of radical views or female genital mutilation. Despite staff not being sure of the exact team to contact, they know the procedures to follow should they have a concern about a child's safety or well-being. They risk assess the garden and inside areas and follow robust procedures for signing children in and out. This helps to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

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| ensure that written safeguarding policies and procedures are up to date and in line with the current guidance of the relevant local safeguarding partnership, including who to report concerns to about a child's welfare | 12/06/2023 |
| improve the supervision arrangements for staff and ensure that all staff have a good understanding of their roles and responsibilities | 12/06/2023 |
| review and improve the curriculum, and the identified learning intentions for each child, so that it clearly sequences the knowledge and skills that all children need to develop and engages children in meaningful learning. | 12/06/2023 |

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

- increase opportunities during activities and daily routines for children to be challenged and develop their independence skills
- build on ways to include parents in their children's progress to support continuity in care and learning.

Setting details

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| Unique reference number | EY465856 |
| Local authority | Lewisham |
| Inspection number | 10280301 |
| 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 | 1 to 4 |
| Total number of places | 23 |
| Number of children on roll | 18 |
| Name of registered person | Rehoboth Day Nursery Limited |
| Registered person unique reference number | RP910185 |
| Telephone number | 02037195117 |
| Date of previous inspection | 6 September 2017 |

Information about this early years setting

Rehoboth Day Nursery registered in 2013. It is situated in the London Borough of Lewisham. The nursery is open all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays. There are three staff, including the manager. Of these, the manager holds early years professional status, one member of staff holds an early years qualification at level 5 and one member of staff is unqualified. The nursery receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together to understand how the nursery and curriculum are organised.
- A joint observation was completed. The manager discussed the aims for the activity and the impact on children's learning.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector held a meeting with the manager and discussed how the nursery is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at the setting.
- Parents shared their views on the nursery with the inspector. The inspector also read their written feedback.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children told the inspector about their friends and what they like to do when they are at nursery.

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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