

# Inspection of Northend Nursery

4a Lincoln Close, Slade Green, Kent DA8 2EB

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Inspection date: 28 September 2023

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

### **The provision is good**

Children are happy at nursery. They settle well and quickly become occupied in the array of activities on offer. The effective key-person system helps to build strong, trusting relationships between children and staff. This results in children feeling safe and secure. Children are confident to share their wants and achievements. They know staff will listen and respond. For instance, children share their joy at completing a puzzle. Staff praise their efforts. This boosts children's self-esteem. Children are familiar with the routine and behave well. Older children understand the expectations. Younger children listen for guidance, such as taking their shoes off for indoor activities.

Children are actively engaged in their learning. Activities are well planned and purposeful. For example, toddlers enjoy the sensory experience of mixing foam and paint. They feel conkers and leaves as practitioners read an autumn story. Older children have developed a keen interest in minibeasts. Staff extend this with activities and books, using information and facts to support understanding. Staff work together to ensure that children are consistently supervised. They place themselves so children are supported and kept safe. Staff's enthusiasm draws children in. Children enjoy filling containers with sand and discussing what they have made. Staff introduce conversation starters and this promotes communication.

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

- Leaders are passionate about providing a safe and stimulating environment. They have a clear vision and promote a curriculum with a 'simplify and challenge' ethos. Activity plans follow children's lead. For instance, a 'through the window' experiment has created a buzz of learning opportunities based on the changes children see through the same window each term.
- The special educational needs coordinator (SENCo) acts swiftly to identify needs. They work effectively with professionals to complete referrals and access funding. This results in children with special educational needs and/or disabilities (SEND) achieving the best possible outcomes. Leaders know their families well. Partnerships with on-site health visitors and midwives are strong. Staff provide first-time families with access to information and courses that support their understanding of child development.
- Children are exposed to a range of learning opportunities. Staff reflect on the outcomes of activities and use effective methods to assess children's development. Staff encourage a love of books. They link stories to each activity. Mathematical language is introduced. Visual and tactile numbers are included to support recognition. Younger children exercise their fine motor skills. They engage with play dough and large-scale drawing activities. However, older

children do not freely access activities that encourage early writing skills.

- Parents speak highly of the setting. They comment on the nurturing and caring relationship between staff and children. The support provided to children with SEND is greatly appreciated. Parents note the lengths staff go to to support their children and the development that children make. Parents feel well informed with regular updates. Parents' evenings provide a detailed insight into children's learning and development.
- Leaders and staff have developed an inclusive setting. Equality is embedded throughout. Sand hats have been introduced and children automatically put them on when playing with sand. Children are increasingly independent from a young age. They instinctively wash their hands before eating. All children serve their own lunch and use cutlery. Staff promote the benefits of a healthy lifestyle.
- Language is presented to children at age-appropriate levels. Staff provide time for them to respond. They narrate children's play and encourage their thinking. Staff introduce words such as 'spiky' and 'prickles' as children draw hedgehogs. Younger children suggest different words to change songs, such as 'ocean' instead of 'farm'. Staff do not, however, seize opportunities to support children who speak English as an additional language.
- Staff report on supportive leadership. Regular supervisions check on their well-being. Training opportunities are encouraged to continue professional development. Leaders consistently reflect on the provision. They believe in staff's abilities, which helps to create committed practitioners.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provider has a robust culture of safeguarding. Leaders put stringent procedures in place to keep children safe. A safer-recruitment process is in place for selecting employees. New staff follow an appropriate induction process and all staff complete regular safeguarding training. They are vetted thoroughly in line with requirements. Risk assessments are thorough. Checks on the setting and head counts are conducted through the day. Clear strategies are in place to identify risks to children. Staff understand their responsibility to keep children safe and know the signs and symptoms to look for. They know the procedures to follow should they have concerns about the welfare of a child or actions of an adult.

## **What does the setting need to do to improve?**

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

- provide older children with a wide range of opportunities to develop their early writing skills
- develop staff's understanding and provision of opportunities for children who speak English as an additional language by using tools that will support them

through the curriculum.

## Setting details

<b>Unique reference number</b>	EY317489
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10301073
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Telephone number</b>	01322 331168
<b>Date of previous inspection</b>	3 January 2018

## Information about this early years setting

Northend Nursery registered in 2006. It is run by the Pre-School Learning Alliance. The nursery is situated in Erith, in the London Borough of Bexley. The nursery is open from 8am to 6pm, Monday to Thursday, for 52 weeks of the year, excluding bank holidays and three staff training days. Both full day care and sessional places are available. The nursery is in receipt of funding for the provision of early education for children aged two, three and four years. There are 13 members of staff, including a cook, cleaner and administrator. Of these, seven members of staff, including the nursery manager, hold recognised childcare qualifications at level 2 or above.

## Information about this inspection

**Inspector**  
Karen Wells

## Inspection activities

- This was the first routine inspection the provision 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.
- A learning walk was conducted by the manager and inspector where they discussed the curriculum and the learning environment.
- The inspector observed the quality of education and how effective planning and assessment were.
- The SENCo spoke with the inspector about the strategies in place to support children with SEND.
- The inspector gathered the views of parents through discussion and written comments and took these into account.
- The inspector and manager carried out a joint observation and discussed their findings.
- The inspector looked at relevant documents to check staff's suitability.

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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