

Bromley Day Nursery

124 College Road, Bromley, Kent, BR1 3PF

Inspection date	05/06/2013
Previous inspection date	25/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children make significant progress from their initial starting points as a result of the extensive opportunities available to them and the valuable support from staff. Their individual needs are clearly understood and planning of activities ensures a balance of child-initiated and adult-led activities.
- An extensive range of interesting, stimulating activities are available. The excellent access between the indoor and outdoor environments enables children to choose where they wish to play and encourages their decision-making skills.
- Leadership and management of the setting is excellent. The manager has a clear vision for the setting's outstanding practice and parents are very well involved to provide consistency. There are consistent practices in place to monitor the provision to enable the children to progress exceptionally well.
- The manager has ensured that staff have received comprehensive training to support fully their understanding of the setting's child protection policies and procedures and to ensure that they effectively safeguard the children in their care.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main play rooms and both the gardens.
- The inspector spoke with staff at appropriate times throughout the observations.
The inspector looked at children's learning journeys, planning documents, the settings self-evaluation form and a selection of policies and procedures, including safeguarding and whistle blowing policies, and children's records.
- The inspector and the manager carried out joint observations on the activities that were on offer at the time of inspection.
- The inspector spoke with parents to gain their views.

Inspector

Rebecca Hurst

Full Report

Information about the setting

Bromley Day Nursery was registered in 2005. It is one of 79 nurseries run by Asquith Court Nurseries Limited. It operates from a three storey building, with double door, ground floor wheelchair access and a ramp from the ground floor pre-school room to the garden area. There are fully enclosed gardens available for outdoor play.

Bromley Day Nursery is registered on the Early Years Register. There are currently 149 children on roll. The nursery receives funding for the provision of free early education for children aged two, three and four. Children attend on a full time or sessional basis. The nursery opens five days a week, 51 weeks of the year, from 07:30 until 6.30. The nursery supports children with English as an additional language and children with learning difficulties and disabilities. There are 35 permanent full and part time staff. More than half the staff, including the manager, have early years qualifications from NVQ level 2 to degree level.

What the setting needs to do to improve further

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

- enhance the arrangement of book areas so children can independently explore books and learn how to handle them carefully.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make significant progress with their learning and development. Staff provide a very high standard of childcare by creating a safe and enriching environment where children can play, learn and develop to the best of their ability. Learning is promoted exceptionally well because staff provide an extensive range of activities and experiences covering all areas of learning. This effectively supports children as activities are interesting and highly individualised to meet specific learning needs. Overall, children are prepared exceptionally well for the next step in their learning.

Staff provide outstanding support for the development of children's vocabulary skills. They work closely with the parents to obtain key words in the children's home languages so they can support their emerging language. They also effectively use home-made language books to read to all the children so they can hear each other's languages. At the time of inspection, books were not effectively arranged to allow children in some rooms to select and read books by themselves. This limits children ability to explore written print

and learn how to handle books carefully. Children do, however, enjoy close contact with staff to look at books and respond well to interesting and challenging questions they ask them about the pictures. Staff are highly effective in promoting children's early literacy skills. They encourage children to make marks and talk to them about what they are writing. They help children to hear the sounds of the letters in their names and encourage them to repeat them accurately to promote their emerging speech and language. Older children are taught sign language to enable them to communicate with children who are unable to speak. This greatly supports children's self-esteem and their confidence to express their needs.

Children's communication, social, emotional and personal development skills are supported extremely well. The manager and her staff are highly skilled in asking the children open-ended questions to get them to think about what they are doing. They have informed discussions about the activities so the children tell them what is happening and what they will be doing. Younger children thoroughly enjoy exploring messy activities, pouring paint onto a table and running their hands through it. Staff ask the children questions about the feel of the paint and support them very well in developing their vocabulary when responding to the staff. Children's imagination and physical development is developed and challenged when exploring mixing the colours together and seeing the patterns made with their fingers. Younger children thoroughly enjoy learning how to blow bubbles with wands. Staff explain in detail how to make the mixture into a bubble and teach children effectively about change.

Children's personal and social development is greatly nurtured by the caring and supportive staff. All staff take time to settle the children into the setting and when they move rooms and help them to understand their feelings and how they can change. Children enjoy snuggling into staff when tired and needing some reassurance during play. All planning is individual for each child and takes into account their individual interests. This is successfully linked to the learning intentions used by staff to progress the children across all the areas of learning. Physical development is a high priority and is promoted exceptionally well in the indoor and extensive outdoor environments. The garden is extremely well resourced, supporting all ages of children in developing this area of learning well. Climbing apparatus provides excellent opportunities for children to extend and enhance their climbing skills and work out how to get down the slide. Staff work closely with the younger children to ensure they are able to explore the outside play areas and to enhance their physical development.

Older children listen well to instructions and thoroughly enjoy making and decorating paper airplanes. They work exceptionally well together to work out how to fly them and to make them go further each time. This greatly supports children's personal and social skills by working together.

The excellent planning systems ensure a balance of child-initiated and adult-led activities. Parents are involved fully in the planning, discussing with staff what they have been doing at home and what the children are currently interested in. This information is used to successfully plan fun and interesting activities for the children. Staff are fully aware of their role in completing the two year old progress check. They share the outcomes with parents to demonstrate the areas staff are currently working on with the child to support

their learning and development further.

The contribution of the early years provision to the well-being of children

Staff demonstrate an extremely positive approach towards inclusion. They work closely in partnership with parents to fully meet the individual needs of all children. Staff adapt the learning environment for children, such as using white boards and using sign language, so all children are able to progress with their learning and development, as well as participate in all activities. Pictorial cards are also used extremely effectively to further extend the children's ability to understand routines and what is happening next. It also allows the children to communicate their needs to the staff. Staff work closely with the children's support workers in the setting to ensure they are fully meeting the children's individual needs. Staff show a comprehensive understanding of each child's unique needs and have detailed information on child record forms of individual requirements. A variety of resources and displays around the base rooms depict positive images of diversity, including those of culture, gender and disability. Children celebrate a variety of festivals and cultural celebrations throughout the year and these are reflective of children's cultural backgrounds. This allows children to learn about different customs and celebrations of their friends and the wider world in which they live.

The setting has highly effective measures to promote children's ongoing safety in the indoor and outdoor environments, as well as on outings. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. Fire drills are carried out on a regular basis, teaching children to be aware of what to do in an emergency. Children thrive in an environment where a high standard of hygiene practice is maintained. All children learn about good hygiene routines through washing their hands at appropriate times; for example, after messy play and before snack and meal times. Children enjoy valuable social experiences when eating together. The majority of children serve themselves their own meals, which greatly supports their independence skills and physical development. Staff sit and talk to the children about what they are eating and the effect it has on their bodies. Staff support the children well in learning portion control and all children are developing high levels of control when serving their meals. Older children take it in turns to set the tables ready for lunch and staff encourage the children to count how many children are sitting at the table so they get the right amount of plates, cups, forks and knives. This successfully supports children's emerging mathematics skills.

The well-stocked garden has resources that successfully promote and enhance the children's physical development. Climbing frames, slides, tunnels and digging areas provide ample opportunities for them to explore and enhance their learning. Staff show younger children how they can use the slopes and tunnels to enhance further their physical development, such as by rolling down the slopes in different ways and to experiment how their bodies move. They encourage children to use the climbing frame in different ways. They ask them to find different ways to move from one area to another. This form of problem-solving supports the children's all round learning and development as it is used successfully in other areas to help children think about what they are doing and to work out how best to use resources.

Staff work closely with the parents to find out about the children's individual needs. These are then used successfully to settle them into the setting. All staff are extremely consistent in their approach to behaviour management. Clear and concise boundaries are taught well to the children and they fully understand them. The setting also works closely with the local authority to provide support for the staff in dealing with children who have behaviour issues. They set achievable goals and meet regularly with parents and the agencies caring for the children to ensure they are meeting all their individual needs. Excellent strategies are in place to teach the children how to work together. Given the children's ages and stage of development they are all exceptionally well behaved.

The effectiveness of the leadership and management of the early years provision

Documentation is maintained to a very high standard and all records required for the safe and efficient management of the setting are readily available. A comprehensive range of written policies and procedures are in place, for example for whistle-blowing any concerns and notifying other agencies of concerns. These are regularly updated to reflect changes in legislation and to clearly underpin the setting's practice. All staff have a very strong understanding of child protection and how to safeguard the children in their care. All safeguarding requirements are met effectively. Local Safeguarding Children Board procedures are consistently known and implemented by all staff. Robust risk assessments are in place for both the setting and for all outings the children undertake. Children are extremely well supervised across all areas of the setting and when on outings.

Self-evaluation is rigorous and clearly shows the setting's key strengths and the areas they are currently working on. Parents share their views on the setting, and the manager gathers the views of the children to shape the service that is provided. As a result, the service is highly responsive to its users. Staff work closely in partnership with the parents. Parents regularly share with the staff what they have been doing at home, which is used very successfully by them to enhance the children's individual needs. Staff complete detailed developmental reviews on the children so parents can see the progress they are making. Detailed daily sheets allow the parents to see what the children have been doing during the day.

Staff work extremely closely with the other agencies caring for the children to set care plans for individual children's health and well-being. They work with the outside agencies, attending regular meetings with them and the families. They look at the targets set to support the children with their learning and development and how these can be implemented in the setting to further enhance the children's welfare. Staff support the parents well with learning new signs to use to be able to communicate with their children who require sign language. This provides excellent continuity of care.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY286235
Local authority	Bromley
Inspection number	917780
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	94
Number of children on roll	173
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	25/03/2009
Telephone number	020 8466 1585

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

