

Bexley Day Nursery

Bexley Day Nursery, Park View Road, WELLING, Kent, DA16 1SY



Inspection date	10 December 2015
Previous inspection date	16 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is very good and it is consistent throughout the nursery. Children of all ages are learning through a variety of interesting and engaging activities. They are making good progress in relation to their starting points.
- Adults working with children are skilled at helping them form secure emotional attachments. This builds their confidence and ability to learn.
- Adults are well-qualified and have good understanding of safeguarding and how to follow their child protection procedures. Recruitment, induction and training are good. This ensures that all staff working with children are suitable and able to carry out their roles effectively.
- Children's behaviour is excellent. Adults are good role models and provide a welcoming environment where children learn to respect others. Resources and activities reflect the diversity of children's backgrounds and experiences.
- Leaders and managers build successful partnerships with other providers leading to improvements in the provision. Links with local schools are successful which supports children's move to primary school.

It is not yet outstanding because:

- Checks on the progress made by specific groups of children does not clearly identify those children who may need extra help to catch up.
- When assessing the setting's strengths and areas for improvement leaders do not take into account the views of all staff, children and parents.

What the setting needs to do to improve further

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

- continue to develop the system to monitor specific groups of children to identify any gaps in the provision and help those children to catch up with others.
- improve the effectiveness of self-evaluation by including the views of all staff, children and parents.

Inspection activities

- There were two inspectors present during the inspection.
- Inspectors observed play and learning in all the group rooms and in the outside play area.
- Inspectors spoke with parents and took account of their views.
- One inspector conducted a joint observation with the nursery manager.
- Inspectors met with the nursery manager to discuss how she leads the team.
- Inspectors looked at the nursery's records of children's observations, assessments and planning documentation.
- Inspectors checked evidence of the suitability and qualification of staff, as well as the provider's self-evaluation and monitoring systems.
- Inspectors spoke with key staff, including the staff member responsible for special educational needs (SENCO) and one of the staff members responsible for safeguarding.

Inspectors

Debra Davey / Martin Jeffs

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers are good role models. They use their skills and knowledge well to support the team. They understand and implement the requirements of the Early Years Foundation Stage as well as other government requirements. Leaders ensure that the curriculum has a range of activities to engage and enthuse children of all ages. Leaders regularly check that teaching is effective and rapidly improving. New systems to track the progress of individual children have been successfully implemented. This clearly shows the progress individual children are making. Arrangements for safeguarding are effective. The safeguarding officers have a clear understanding of how to keep children safe and protect them from potential harm or abuse. Partnerships with parents and the local authority are very good. Parents told inspectors that they feel well-informed about their child's progress. Managers gather parent views using parent questionnaires although this information is not always used to inform self-evaluation and plans for improvement.

Quality of teaching, learning and assessment is good

Adults have a good understanding of the learning and development requirements. They carry out regular assessments to check children's progress and plan for their next stage of learning. Group times are used very well to give children a chance to discuss what they have learnt and to try new skills. For example, pre-school children learn counting and sequencing through daily discussions about the weather and the months of the year. They practise pencil control through specific planned activities, and learn the difference between left and right. Adults have high expectations of what children can do and this helps them make good progress. Babies and younger children enjoy an equally stimulating range of activities. They enjoy messy play with sand and soil as well as free access to soft play equipment. Adults skilfully support them. This helps younger children to develop their physical and language skills well.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary because their individual needs are carefully considered and consistently met. Clear adult expectations and well-organised routines means that children are exceptionally confident. They learn what is expected of them, for example, when older children rehearse their nativity play they perform happily. Children care for their environment in many ways. They help to tidy up and admire the Christmas trees. They are kind to each other and develop affectionate relationships with their friends. They feel very relaxed and at ease. This promotes their self-esteem and emotional well-being extremely well. Children's physical well-being is excellent. They enjoy lots of robust physical activity indoors and outside. Children really enjoy healthy, freshly prepared meals. Older children say the food is delicious and enjoy extra portions.

Outcomes for children are good

Children make good progress from their starting points. Children are very well-prepared for school because they learn to be independent and to have good manners. They learn to value one another's differences because adults promote different cultures and faiths in every-day activities.

Setting details

Unique reference number	EY361485
Local authority	Bexley
Inspection number	1032284
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	85
Number of children on roll	86
Name of provider	Bridge Lane Nursery Ltd
Date of previous inspection	16 February 2015
Telephone number	0208 304 8338

Bexley Day Nursery registered in 2007 and is located in the Bexleyheath sports club in Welling. It is one of three provisions run by Bridge Lane Nurseries Ltd. It is open Monday to Friday from 7.30am to 6.30pm, for 51 weeks of the year. The nursery is in receipt of funding for free early years education for children aged two, three and four years. There are 32 members of staff including the manager. 30 staff hold appropriate early years qualifications.

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