

Inspection of Broadfields Day Nursery

96 Broadfield Road, LONDON SE6 1NG

Inspection date: 9 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Staff provide a welcoming, nurturing and safe place for children to play and learn. Children arrive enthusiastically and greet staff with cuddles and cheerful hellos. They demonstrate they are happy and enjoy strong attachments with their key person. Staff gather detailed information about children's experiences when they begin. They build on these and plan exciting activities to help children to develop new skills to prepare them for future learning. For example, babies increase their sensory experiences as they manipulate shaving foam, and toddlers paint with their hands and brushes to support their small-muscle skills. Older children concentrate for long periods of time as they play board games and learn to wait for their turn. Staff are positive role models. They are caring and talk to children in a kind and gentle manner. Children listen and behave well. They use good manners and learn to follow the rules, such as being kind to their friends and caring for the resources. Older children learn about caring for the environment. They use interactive displays to sort different materials into the correct recycling boxes. Staff use daily routines to encourage children's independence. For example, younger children put on their shoes and find their beds at sleep time. Older children wash their hands before food and pour drinks at snack time.

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

- Staff actively support children to become confident communicators. They routinely speak to children during activities and use opportunities effectively to increase their vocabulary. Older children speak confidently about their experiences and home life. Younger children enjoy sharing stories, and staff use picture cues to help extend their sentences.
- Qualified staff plan and provide a curriculum which promotes all areas of learning. They use observations well and identify gaps in development. Staff use this information to plan challenging and achievable next steps for children's learning. However, communication is not always effective between staff to ensure these are fully completed.
- The manager has high expectations for all the children, and a clear vision for making improvements. Detailed self-evaluation of children's progress, and staff and parents' views, are collected to inform the nursery's action plan. Feedback is given to parents about their suggestions. Staff benefit from regular supervision and a well-established training programme to develop their teaching skills to a higher level.
- Parents speak positively about the nursery. They appreciate the friendly staff and the good care their children receive. Children's developmental progress and daily care routines are shared regularly with parents. However, parents are not consistently encouraged to add to their learning or extend this at home.
- Previous recommendations have been addressed. As a result, staff incorporate

the teaching of mathematics in everyday routines and activities. For example, older children count the number of children present, identify different patterns and learn about concepts such as 'full' and 'empty' while playing with the sand. Younger children count steps as they climb the slide, name colours and sing number rhymes.

- Children have good opportunities to be physically active. Older children manage risks well as they negotiate space when running around and use balancing beams. Younger children climb the slide and know to sit down when they reach the top. Children enjoy riding bikes and digging in the sand to develop their physical skills.
- Effective partnerships have been developed with local primary schools. Teachers visit the nursery, and staff share children's progress. This ensures children are fully supported as they prepare for their next stage of learning and subsequent move to school.
- Staff have made positive changes to ensure children eat nutritious snacks and meals. They have joined their local authority initiative, 'Sugar Smart', which has incorporated providing low-sugar alternatives. Staff use opportunities to provide clear messages to children about making healthy choices. Children grow vegetables in the garden for snack times and use the interactive display to help them increase their understanding around food.
- Children benefit from accessing local community resources. They regularly visit the park and library. Staff extend learning experiences as they teach children about cultural festivals and family lifestyles. This supports children to learn about similarities and differences and what makes them unique.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures all staff undertake safeguarding training. She regularly addresses any issues during meetings to keep staff's knowledge up to date. Safeguarding policies are shared with new staff during induction so they are fully aware of their role. Staff have a clear understanding of their responsibility to keep children safe and know the procedures to follow if they have any concerns regarding a child's welfare. Staff supervise children and maintain ratios to minimise the risk of accidents. Risk assessments are in place and staff support children to manage risks as they play. For example, children climb stairs, use play equipment and cut dough with scissors.

What does the setting need to do to improve?

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

- strengthen systems and communication between staff, especially when changing key persons, so children's next steps are known and inform future learning

- build on ways to encourage parents to contribute to their children's achievements and provide ideas to encourage them to support their children's learning at home.

Setting details

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| Unique reference number | EY219671 |
| Local authority | Lewisham |
| Inspection number | 10060709 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 to 4 |
| Total number of places | 31 |
| Number of children on roll | 28 |
| Name of registered person | Hillyfields Limited |
| Registered person unique reference number | RP907668 |
| Telephone number | 02086971488 |
| Date of previous inspection | 27 May 2015 |

Information about this early years setting

Broadfields Day Nursery registered in 2002 and is located in Catford, London. The nursery employs 11 members of childcare staff. Of these, eight staff, including the manager, hold early years qualifications. The nursery is open from Monday to Friday for 50 weeks of the year. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Helen Craig

Inspection activities

- The manager and inspector completed a learning walk and discussed the curriculum and learning experiences.
- The inspector and manager carried out a joint observation and looked at the quality of teaching.
- Parents were spoken to as part of the inspection and their views and comments were considered.
- Discussions were held with staff and the manager at appropriate times during the inspection.
- The inspector looked at evidence of staff suitability and qualifications, including first aid.

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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