

Inspection of Orpington Day Nursery

15 Moorfield Road, ORPINGTON, Kent BR6 0HG

Inspection date: 16 December 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children, including those from disadvantaged backgrounds and those with special educational needs and/or disabilities (SEND), enjoy their learning in this warm and friendly nursery. They make good progress overall in all aspects of their development. Staff prepare children well for the next stage in their learning, including systematically developing the skills and knowledge they need for starting school. For example, children are developing early mark-making skills as they use one-handed tools. They build their hand muscles as they chop vegetables or roll play dough. Such activities help to prepare children for the later development of their writing skills.

Children are safe and secure. They rise to staff's expectations and are well behaved. Children build strong relationships with the positive and friendly staff and learn to play with others. Staff skilfully help children to build their confidence and independence. Children learn how to take care of themselves. For example, they regularly spend time outside engaged in meaningful physical activities and learn how to wash their hands. Children develop their physical skills and follow a healthy lifestyle. They build their large muscles as they enjoy exercise sessions, riding bikes, climbing steps and balancing.

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

- The team has worked hard since its previous inspection and is committed to providing a curriculum to ensure that all children, including those with SEND and those who are disadvantaged, develop the knowledge and skills they need for their next stage of learning. Staff assess children's development to find out what they already know and can do. They use this information to identify any emerging gaps and plan for children's next steps.
- There is a clear intent of what the team would like children to know and learn. As a result of this, it has created a well-planned curriculum. Activities are based around the children's interests and topics, and children are encouraged to join in.
- Children enjoy an array of activities where they can explore and investigate their surroundings. Staff ask questions, but these do not always encourage children to think about and recall information from previous activities. This does not fully encourage children to widen their knowledge and the skills they are learning.
- Staff support children's independence. They encourage children to put on and take off their coats and hats. At mealtimes, children scoop food onto their plates and feed themselves using cutlery. Staff help children to pour their own water.
- Children develop good language skills and they enjoy looking at books. Staff comment and introduce new words to develop children's vocabulary. Children eagerly hold back-and-forth conversations with staff, eager to share what they

know.

- Children benefit from frequently hearing stories. Staff point out the illustrations and ask questions about what will happen next. However, at times, these group activities are not organised to ensure all children benefit from the learning experience.
- Staff support children to develop their mathematical skills well. They plan activities that enable children to explore different mathematical concepts, such as counting and size. Children eagerly count steps as they play garden games and compare different sizes and shapes of vegetables as they add them to the 'reindeer soup'.
- Parents speak positively about the setting. They express how the setting shares children's development milestones with them regularly. Parents also say that the setting is inclusive. They express how adaptations have been made to ensure that all children can benefit from the stimulating environment.
- Leaders evaluate and reflect on the setting's practice. They are aware of the setting's strengths and areas that they would like to develop. Leaders work closely with other professionals and seek support and training for their early years team. Leaders strongly focus on supporting staff. Staff say how training has been selected based on their individual needs and how this has supported them to develop their practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to recognise when opportunities arise to extend children's learning further
- consider the organisation of group activities, so that all children benefit from the learning experience.

Setting details

Unique reference number	EY473226
Local authority	Bromley
Inspection number	10337997
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	2 to 4
Total number of places	29
Number of children on roll	18
Name of registered person	George Day Nurseries Limited
Registered person unique reference number	RP531883
Telephone number	01689 829501
Date of previous inspection	29 February 2024

Information about this early years setting

Orpington Day Nursery registered in 2013 and is located in the London Borough of Bromley. The nursery opens Monday to Friday from 7.30am to 6pm, all year round, except for public holidays. There are seven members of staff, of whom four hold a childcare qualification at level 3, two have completed a qualification at level 2 and one is unqualified. The nursery receives funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation and discussed the learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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