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DATE: 16 July 2014

To: All Members of the Council

The **EXECUTIVE PORTFOLIO HOLDER FOR EDUCATION, COUNCILLOR STEPHEN WELLS** will be holding a special meeting to consider the item referred to below at Bromley Civic Centre on **THURSDAY 24 JULY 2014 AT 4.00 PM**

MARK BOWEN
Director of Corporate Services

*Copies of the documents referred to below can be obtained from
www.bromley.gov.uk/meetings*

A G E N D A

1 DECLARATIONS OF INTEREST

2 QUESTIONS FROM MEMBERS OF THE PUBLIC ATTENDING THE MEETING

In accordance with the Council's Constitution, please ensure that any questions to the Portfolio Holder are received by the Democratic Services Team by 5pm on Friday 18th July 2014.

3 MINUTES OF THE MEETING HELD ON 24TH APRIL 2014 (Pages 3 - 6)

4 BLENHEIM NURSERY PROVISION (Pages 7 - 24)

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EDUCATION PORTFOLIO

Minutes of the meeting held at 5.00 pm on 24 April 2014

Present:

Councillor Stephen Wells (Chairman)

1 APOLOGIES FOR ABSENCE

Apologies for absence had been received from Councillor Nicholas Bennett JP, Chairman, Education PDS Committee.

2 DECLARATIONS OF INTEREST

There were no declarations of interest.

3 QUESTIONS FROM MEMBERS OF THE PUBLIC ATTENDING THE MEETING

No questions had been received.

4 MINUTES OF THE PREVIOUS MEETING

RESOLVED that the minutes of the meeting held on 21st August 2013 be agreed.

5 PROPOSED ASSIMILATION OF RESPITE AND THE BEHAVIOUR SERVICE INTO KINGSWOOD AND GROVELANDS PUPIL REFERRAL UNIT

The Portfolio Holder considered a report outlining the outcome of the consultation recently undertaken on the proposed assimilation of Respite and the Behaviour Service into Kingswood and Grovelands Pupil Referral Unit.

In September 2013, an Interim Executive Board was established to replace the management committee of the Bromley Pupil Referral Unit after a number of concerns were identified following a review of the provision. In December 2013, the Secretary of State for Education granted an academy order for the Bromley Pupil Referral Unit to become an alternative provision academy under the sponsorship of Bromley College of Further and Higher Education. Due diligence processes were now underway, and it was expected that the Bromley Alternative Provision Academy would open in September 2014.

The Behaviour Service was formed of a range of services which comprised the Home and Hospital Tuition Service (this service was included within the bundle of services to be market tested), the Respite Service, the Primary Behaviour Service and a management and administrative function. The

Respite Service offered a preventative function that worked with young people identified as having difficulty in managing their behaviour within mainstream school, and was judged by schools that commissioned places as being an effective service. The Primary Behaviour Service offered in-school support to Local Authority Maintained primary schools on behavioural issues.

It was proposed to assimilate the Respite Service into the Bromley Pupil Referral Unit to allow the Bromley Alternative Provision Academy, upon conversion, to become a hub for behaviour support services in Bromley and better support the full continuum of behaviour needs at an earlier stage, supporting more young people to remain in a mainstream setting. It was also proposed to relocate the Primary Behaviour Service, currently based at Bromley Civic Centre, to Grovelands (one of the two Bromley Pupil Referral Unit sites). This would encourage greater integration between the two services with the intention that the Local Authority would commission, upon conversion, the Bromley Alternative Provision Academy to deliver this service. It was expected that the Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE) would apply for any affected staff under such an arrangement.

A consultation had been undertaken on these proposals which included group and individual meetings with affected staff, a consultation paper distributed to stakeholders across the Borough, and consideration of the proposals by Members of the Education PDS Committee at its meeting on 18th March 2014. The consultation closed on 11th April 2014 and, following consideration of the responses, a number of amendments had been made to the proposal (subject to approval) which included moving the implementation date back to July 2014.

Cost implications for recharges of approximately £133k to the Local Authority had been identified, should the functions of Respite and Primary Behaviour Support services be integrated with the proposed Bromley Alternative Provision Academy, as Dedicated School Grant would no longer be used to contribute to the overheads and support costs of delivering these services in-house. The Education Budget Sub-Committee had considered the cost implications of any reorganisation of these services at its meeting on 8th April 2014, and had requested the Council's Executive consider how the recharge position should be managed, should the proposed reorganisation of these services be agreed.

In considering the report, the Portfolio Holder noted the consultation responses received. A range of concerns had been raised on the proposal, including the move of the Respite Service to the Kingswood site, and how the Respite Service would continue to be delivered into the future. The consultation had highlighted that the Respite Service was highly valued by Bromley schools, and the Portfolio Holder underlined the importance of ensuring that the Respite Service continued to deliver a high quality service which supported young people at Bromley schools to remain in mainstream education. The proposed assimilation would support a more joined-up provision to meet the full continuum of behaviour needs at an earlier stage,

and the Portfolio Holder noted that a combined service could also provide staff with wider opportunities for continuous professional development.

RESOLVED that:

- 1) The responses provided to the consultation on the assimilation of the Respite Service with Kingswood and Grovelands Pupil Referral Unit be noted;**
- 2) Amendments to the assimilation process made following careful consideration of the consultation responses be noted;**
- 3) Cost implications arising from the proposal and the need for a decision to be made about how the budget shortfall would be funded corporately be noted;**
- 4) The proposed assimilation of the Respite Service with Kingswood and Grovelands Pupil Referral Unit (in advance of the planned Academy conversion under the sponsorship of Bromley College of Further and Higher Education) be agreed; and,**
- 5) The Chief Executive, Executive Director of Education, Care and Health Services and Director of Human Resources ensure that the staffing implications of the transition are managed in accordance with the Council's established policies and procedures.**

The Meeting ended at 5.12 pm

Chairman

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Report No.
CSD14116

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: EDUCATION PORTFOLIO HOLDER

Date: Thursday 24 July 2014

Decision Type: Non-Urgent Executive Non-Key

Title: BLENHEIM NURSERY PROVISION

Contact Officer: Jane Bailey, Assistant Director: Education
Tel: 020 8313 4146 E-mail: jane.bailey@bromley.gov.uk

Chief Officer: Executive Director of Education, Care & Health Services

Ward: Orpington;

1. Reason for report

- 1.1 The Portfolio Holder is asked to consider the outcome of the statutory consultation on the proposal to close the nursery at Blenheim Primary School.
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2. RECOMMENDATION

- 2.1 That the Portfolio Holder for Education approve the closure of Blenheim Primary School Nursery.

Corporate Policy

1. Policy Status: Not Applicable
 2. BBB Priority: Children and Young People
-

Financial

1. Cost of proposal: £10,000
 2. Ongoing costs: Not Applicable:
 3. Budget head/performance centre: DfE Basic Need Capital Grant
 4. Total current budget for this head: ££63,239,805
 5. Source of funding: DfE Basic Need Capital Grant
-

Staff

1. Number of staff (current and additional):n/a
 2. If from existing staff resources, number of staff hours: n/a
-

Legal

1. Legal Requirement: Statutory Requirement
 2. Call-in: Applicable:
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): 5 children
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? No
2. Summary of Ward Councillors comments:

3. COMMENTARY

- 3.1 Over recent years the nursery attached to Blenheim Primary school has experienced a reducing roll and a reduction in revenue which has reached a position where it is no longer covering costs. In an effort to reduce the cost to the school of running the nursery, the decision was made a couple of years ago to open in the mornings only. Despite these efforts, only five children were on roll during the Spring term 2014.
- 3.2 In April 2014, when the Primary school applications were received, it was apparent that there was a need for additional places in Planning Areas 7 & *(BR5/BR6 area). Analysis was undertaken as to the schools able to offer a bulge class for 2014/15 to meet this increased need. Blenheim Primary was identified as a possible site for a bulge class, and the school themselves were very keen to participate. They suggested that if they could close their nursery, they would have a classroom readily available, with the only costs being furniture, equipment and ICT, and they already had a teacher employed.
- 3.3 Places have been identified for the 5 children in the nursery at Blenheim Children's Centre nursery should a decision to close the provision be agreed. This is situated within Blenheim Children and Family Centre, and shares a site with the Primary school.
- 3.4 The statutory consultation was undertaken in line with the new guidance on school organisation. The process was carried out in line with the 'Prescribed Alterations Arrangements'. The school published their proposals during the week beginning 19th May 2014, with the formal consultation period ending on 23rd June 2014.
- 3.5 Representations were received from five parents at the school, who all expressed concerns about the proposal. Their responses are summarised in the table at **Appendix 1**
- 3.6 Parents expressed concerns were about the quality of learning which would be delivered at Blenheim Children's Centre Nursery, concerns that their children would find it difficult to adjust to this change, and worries that their children would find it more difficult to transition to school when the time comes. These concerns are taken seriously and the following information and actions should provide reassurance to parents that their children would continue to thrive under the proposed new arrangements:-

- The Nursery Manager has made contact with all parents concerned and, as the nursery is open during the summer holidays, can offer the children an opportunity to attend the nursery so they can get used to the new environment and settle in before starting the new term in September.
- The Head Teacher at Blenheim Primary, and the Nursery Manager, will work closely together, especially at transition points, to make sure this is as seamless and stress-free as possible for the children concerned.
- The Nursery is inspected by Ofsted under the same Early Years Foundation Stage framework as the school nursery. It was inspected in June 2014 and received an Ofsted grading of good. The report is attached at **Appendix 2**. Inspectors commented that :-

'Staff use assessment and planning effectively to help all children, including those with special educational needs and English as an additional language, to make good progress in their learning and development.'

'Overall, the quality of teaching is good and staff demonstrate they know the children well and help them to learn, develop and achieve.'

3.7 Conclusion

3.8 The proposed arrangement will provide much needed school places in the Orpington area, with no detriment to the education of those children currently attending the school nursery, who can access high quality early education provision at alternative nursery provision on the same site. The recommendation is therefore for the Education PDS to approve this proposal so that the new arrangement can be implemented for September 2014.

4. POLICY IMPLICATIONS

4.1 Local Authorities have a duty to secure sufficiency of school places, and sufficiency of Free Early Education places

5. PERSONNEL IMPLICATIONS

5.1 No redundancies are proposed in respect of this proposal, and no additional staff will be required to assimilate the children into the new nursery.

Non-Applicable Sections:	Financial Implications, Legal Implications.
Background Documents: (Access via Contact Officer)	[Title of document and date]

Blenheim Nursery Consultation

Summary of responses received

Respondent	Date	What form	Parent/Carer or Staff	Response	Yes / No / Don't Know
1	02.06.14	By email	Staff of LB Bromley	<p>Please be advised, I do not recommend closure of the Maintained Nursery Class within Blenheim Primary as the right direction to take.</p> <p>The Nursery class provides the foundation of an excellent learning environment for children in preparation for transition to reception and further key stages housed within the same setting. The maintained nursery is a wholesome opportunity for children to become accustomed to the school culture and ethos. Children participate in daily tasks such as preparing for school in the uniform of the establishment and through this routine adapt to the identity of the school.</p> <p>Maintained nursery classes and schools are options available to parents to access the free entitlement of early education and care, closing the nursery class against children within the surrounding areas of Blenheim Primary will be closing an option available to them.</p> <p>In addition a place in a nursery class within the school allows an easier transition from nursery to primary stage.</p> <p>In conclusion it is in my opinion that the nursery class should remain open.</p>	No

Respondent	Date	What form	Parent/Carer or Staff	Response	Yes / No / Don't Know
2	02.06.14	By email	Parent/Carer	<p>I am write this email to express my sadness and disappointment with the proposal to close the Blenheim Primary Nursery class in September 2014.</p> <p>My son was very excited to start the nursery in April this year, and finally get to go to school with his big brother [who is] six year[s] old.</p> <p>He proudly wears his school uniform and tells family and friends "I'm a big boy now and have friends at school", he is a very happy and contented little boy.</p> <p>I am very worried about the affect this closure/change will have on my son, as although I understand he will be offered a place at the Blenheim Children's Centre Nursery, I am concerned that this is more of a care facility than an educational one. My son has been learning so much since he started in April and his speech has greatly improved, I do not want this to stop. He will also stop wearing his school uniform (as the other children don't) and feel that he is no longer going to school but a play group!</p> <p>As a very concerned mother, I would like you to please reconsider your decision to close the nursery.</p>	No
3	28.05.14	Letter	Parent/Carer	The children are used to their setting, and we are concerned that they may not have enough space for all the children.	No
4	06.06.14	Letter	Parent/Carer	I am undecided as my daughter has had such a wonderful time at the Nursery and has learnt so much. I think also it has benefitted her by being part of a school as they are included in some assemblies and the Nativity play. And this will prepare her for reception. But do understand why it needs to close.	Don't Know

Respondent	Date	What form	Parent/Carer or Staff	Response	Yes / No / Don't Know
5	01.07.14	Form	Primary School Parent	I disagree with the proposal to close the Nursery as both my two children go there and as one will be going up to reception in September, the other one would have been staying in nursery. He has got to really enjoy nursery and loves going whereas before he wouldn't go, so I think for him to go somewhere else then go back there in September will be very unsettling for him. He is really starting to know his letters and for all that to change I'm not looking forward to it.	No

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Blenheim Children's Centre Nursery

Blenheim Road, Orpington, Kent, BR6 9BH

Inspection date	03/06/2014
Previous inspection date	18/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The key-person system is well embedded, which supports children's well-being.
- Staff use assessment and planning effectively to help all children, including those with special educational needs and English as an additional language, to make good progress in their learning and development.
- Overall, the quality of teaching is good and staff demonstrate they know the children well and help them to learn, develop and achieve.
- Staff work collaboratively with children to define acceptable behaviour and, consequently, children behave well.
- The leadership and management team form strong relationships with parents and external agencies to ensure that children's needs are met.

It is not yet outstanding because

- On occasion, staff do not always make the most of props, creative resources and books to reinforce children's understanding of stories and the world around them.
- Staff do not always ask children questions, during their play, that encourage them to think what might happen and, therefore, extend their learning further.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children participating in play and activities in the two rooms and outdoor area.
- The inspector spoke with children, parents, staff, management and the local authority early years team.
- The inspector looked at assessment and planning documentation to check children's progress against their starting points, and the early learning goals.
- The inspector reviewed policies, risk assessments, self-evaluation processes and staff training and recruitment documentation.
- The inspector completed a joint observation with the manager.

Inspector

Sama Saheed

Full report

Information about the setting

Blenheim Children's Centre Nursery was registered in 2007. It operates from a purpose built premises on the site of Blenheim Infant School, in the London Borough of Bromley. The nursery serves the local community, and is operated by Bromley Early Years and Childcare Services. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 54 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery cares for children with special educational needs and/or disabilities and children who speak English as an additional language. They are grouped by age, in two rooms, with accessible toilets and nappy changing facilities. The nursery also has exclusive access to an enclosed outdoor play area, and shared use of a garden area and a playground. The nursery opens weekdays from 8am to 6pm, with the exceptions of bank holidays and staff training days. Children may attend any number of sessions, but must complete one full day or two half days, as a minimum, each week. A team of ten staff work with the children, including the manager, a special needs coordinator and a deputy manager. Of these eight staff hold recognised early years qualifications.

What the setting needs to do to improve further

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

- strengthen the use of staff questioning to maximise children's learning and further develop their thinking and problem solving skills
- extend children's enjoyment of stories and their awareness of the wider world, for example, by using available resources to create props to support story telling.

Inspection judgements

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

Staff effectively observe, plan and monitor children's learning and development and, therefore, children are making good progress given their starting points. Staff create detailed assessments, including identifying children's next steps in learning to enable them to meet children's individual needs. Staff implement an the fully established key-person system and this helps them to know their key children well. Staff talk to children in a friendly and gentle manner, which helps children to feel confident. Staff ensure that all areas of learning are covered. They model positive play to the children and ensure that the range of activities and resources they provide engage and foster children's independence. For example, when children are riding tricycles outdoors they joyfully

participate in a traffic light game with staff. When staff move onto other activities children lead the play and take turns to control the traffic. This means that children are actively engaged in their own learning. This is because, overall, the quality of teaching is good and staff recognise how to balance child-initiated and adult-led activities to help children make good progress in their learning.

The nursery provides an inclusive and motivating learning environment for all children, including those with special educational needs and English as an additional language. The leadership and management team are dedicated to creating an environment that supports children's communication skills. For example, staff identify and implement appropriate early interventions for children with speech and language delays. Staff use sign language in group time and throughout the day. There are also picture symbols to help reinforce good behaviour. This shows that staff cater to all children's individual needs to help them all make good progress against their starting points.

Children engage in stimulating tasks and play with a variety of interesting resources. For example, in the baby room, babies enjoy playing with sand, dancing and reading books with staff. Large silver baubles hanging in the baby room provide an interesting feature for babies to fix on. In addition, black and white printed wall displays show that staff have a good knowledge of how young babies develop their vision and how to engage their attention. In the toddler and preschool room children happily mix paints together to make new colours. However, at times, staff questioning does not consistently stretch children's learning. For example, when staff talk about mixing paint with children they do not always ask them what they think happens when two colours mix together. Therefore, they do not always make the most of activities to extend children's learning further and encourage their thinking skills. Children enjoy making marks and counting both indoors and outdoors this helps them to develop their pre-writing and maths skills in readiness for school. The environment is clean, inviting and welcoming. Although the quality of teaching overall is good, on occasion, staff do not always make the most of creative resources and props to deepen children's understanding of the world around them. For example, when children are learning about life jackets worn by lifeguards there are no visual supports to reinforce their learning and extend their understanding of why these are needed.

Parents feel that they are a part of the nursery team and are positive about their children's progression since starting the nursery. Parents feedback that they are happy with the way the nursery shares information with them about their children's learning, development and care needs. This helps promote a cohesive approach to children's learning and development both in the nursery and at home.

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

The key-person system is well embedded. Staff know children well and develop caring and friendly relationships with them, which means effective bonds and positive relationships are formed between staff and children. This helps children to be confident, relaxed and engaged during their time at nursery. Staff praise children when they succeed at tasks. For example, staff help children to persevere as they try to cut pieces of fruit for

themselves and say 'well done' when children succeed. This boosts children's self-esteem and helps develop their independence skills. Staff work with parents to gain basic words in children's home languages and use these to help children with English as an additional language to quickly settle into nursery. This helps children to feel accepted and for all children to learn about different cultures.

Staff meet children's care needs well. They record babies' nappy changes, feeding times and sleep in contact books to share with parents. Staff have good relationships with parents and feedback daily on children's well-being. Children are encouraged to care about their environment and they work together with staff to tidy toys away. They happily sing 'what works', 'team works' as they do this.

Staff complete daily risk assessments and maintain accurate accident and medical records for children. This helps children to be safe and adheres to the welfare requirements of the Early years Foundation Stage. Children play and learn in a clean, safe and comfortable environment. For example, the babies sleeping room is free from potential hazards and calm, cosy, and quiet. This ensures that the babies rest well which helps them to play and learn positively. The outdoor space is well-resourced, large and inviting for children. Children enjoy moving freely between the indoor and outdoor learning environments. This means that they have choices and make their own decisions about their play. Children's independence and choice is similarly supported at meal times as they have the opportunity to serve for themselves the cold food on offer. Children select food from a choice of healthy options including fruit at snack time and vegetables at lunch time. This promotes children's physical development and personal independence skills.

Children are well-behaved in the nursery and staff have high expectations of them. For example, staff and children have worked together to create a visual behaviour management policy. This helps children to be responsible for their own actions. Children confidently manage their own hygiene as they wash their hands before and after meal and snack times. This helps children develop their skills in readiness for school. Staff sensitively and effectively manage children's needs as they move into school or between rooms within the nursery.

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

The leadership and management team are committed to ensuring that staff understand their roles and responsibilities to safeguard and protect children. Staff attend regular safeguarding training and this helps them to improve their knowledge. Therefore, staff demonstrate they are aware of what to do if they are worried about a child's welfare. The safeguarding policy is regularly updated and contains the details of what staff should do if an allegation is made against a member of staff. This means that children's safety and protection are prioritised. Children are appropriately supervised as staff ratios are kept throughout the nursery. Recruitment, induction and appraisal processes are robust and all staff are vetted through the Disclosure and Barring Service checks before working with children. The management team work well with staff to identify training needs and

improve staff performance and knowledge. Therefore, all staff have completed suitability checks and undertake regular training to ensure they are suitable to work with children.

The quality of teaching is good. The manager regularly monitors staff practice and provides supports to staff through supervision sessions. The manager also reviews staff performance by sampling children's assessment files and walking through the rooms. For example, the manager recounts an occasion where she extended the resources for making marks outside to engage boys who were previously not showing an interest in developing their pre-writing skills. This shows that the quality of teaching is well-monitored to ensure that children continue to make progress in their learning and development. Self-evaluation is good. Staff meet and discuss issues effecting the nursery, reflecting on their practice and provision. The management and staff are working towards implementing the local authority quality improvement plan to enhance their self-evaluation process. The manager continuously improves her knowledge by attending training and multi-agency meetings to sharpen practice and strengthen partnerships. For example, the manager has attended a 'Supporting literacy' course to enhance literacy learning in the nursery and at children's homes.

Staff develop strong partnerships with parents. Feedback from parents states that they find the staff friendly and always good to the children. Parents are positively engaged as they help in the community garden, receive termly newsletters and are signposted to courses within the children's centre. Teenage parents in particular are happy and motivated as staff work closely with them to support their children. Staff, parents, carers and external agencies work together to effectively help children when they move up to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY344258
Local authority	Bromley
Inspection number	835068
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	33
Number of children on roll	54
Name of provider	London Borough of Bromley
Date of previous inspection	18/11/2010
Telephone number	01689 831193

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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.

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