

# Inspection of Medua Bilingual Nursery

2 Falconwood Parade, WELLING, Kent DA16 2PL

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Inspection date: 9 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children have fun at this bilingual nursery where they learn to understand and speak English and French from an early age. Babies show that they feel safe and secure with the adults who care for them. They seek cuddles and comfort from staff when needed and soon develop confidence to crawl or toddle away to explore and play. Staff skilfully encourage babies' babbling and talking by listening, praising and responding to the sounds they make. They are very in tune with what babies are communicating and respond with words and sentences. Babies learn that their communication is valued and soon become confident in talking as a result of this good support. Older children share with one another and learn valuable social skills. Staff skilfully teach them to communicate and resolve any disagreements, such as when sharing toys. Children who are shy develop confidence and other children learn how their own behaviour affects others. Staff also encourage children to succeed in tasks and not to give up half way through. For example, when children are attempting to prepare fruit for snack time. They assure children that they are capable and praise them when they succeed in their task. Consequently children learn the importance of persevering and develop a positive self-esteem.

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

- The nursery team respect and value all individuals across this diverse and welcoming nursery. Staff ensure that children learning English and French as an additional language have opportunities to express themselves in their home language. Children learn about similarities and differences between themselves and others in a positive and natural way. This enables them to understand and appreciate people within and beyond their own community.
- The registered provider is the manager and has a good oversight of the quality and standards at the nursery. She demonstrates high expectations of her staff team. She role models good teaching practice and supports them well through meetings and training.
- Staff find out about children's interests and starting points from parents before children start attending. Therefore, they get to know children as they settle in and are able to meet their needs. They also prepare children well for their eventual move to school through discussions and activities. However, there is scope to improve the arrangements for sharing information between staff within the nursery when children move from one age group to the next.
- Children have active imaginations and enjoy a range of activities such as construction and role play. They build pretend aeroplanes and take turns flying them around the room, sharing ideas and thoughts with one another.
- Parents are very positive about the nursery. They comment on how well their children learn to speak English and French. They also value the caring staff team

and the well organised leadership. Staff ensure that parents are kept up to date with information about their children's development and their learning experiences at the nursery. The strong parent partnerships support continuity in children's care and learning.

- Staff support children's growing independence as they learn to do things for themselves. They involve young children in tidying up, planning activities and preparing food. They make the most of opportunities to teach children during everyday routines, such as the importance of good hygiene, so that they learn about their own wellbeing.
- Staff support children's developing understanding of mathematics throughout the day. They encourage use of mathematical language by starting conversations about size, numbers and using words like 'half' and 'whole'.
- Children learn to recognise their names and familiar letters and words in the nursery environment. They enjoy looking at books and reading stories from a young age as books are easily accessible to them. Older children have ample opportunities to develop their early writing skills. For example, they explore patterns with a range of writing materials. However, there are occasions when some younger children are not able to freely access the resources to enable them to practise mark making.

## Safeguarding

The arrangements for safeguarding are effective.

The staff team are clear about their roles and responsibilities to keep children safe. They carry out a range of safety procedures, such as checking toys and resources are clean and safe. Furthermore, they teach children about safe play to help them make sensible decisions. The provider has clear recruitment and induction procedures in place to check that staff are suitable to care for children. Staff have a good understanding of their responsibilities and the procedures to follow if they have a concern about children's welfare.

## What does the setting need to do to improve?

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

- provide more opportunities for children to access resources which enable them to make connections between their movement and the marks they make
- consider a wider range of ways to exchange information between practitioners when children progress from one room to the next.

## Setting details

<b>Unique reference number</b>	EY544590
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10103258
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Achapu, Theresa Kate Medua
<b>Registered person unique reference number</b>	RP544589
<b>Telephone number</b>	02082981998
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Medua Bilingual Nursery registered in 2017. The Nursery is open Monday to Friday 7.30am to 6.30pm with morning and afternoon sessions during the week and Saturdays 9am to 4pm. The setting is closed for two weeks in the summer, one week during Christmas and one week during Easter as well as the bank holidays. The provider employs five members of staff. Of these, three hold appropriate qualifications at level 3 to level 6. The nursery is in receipt of funding for free early years education for children aged two, three and four years old.

## Information about this inspection

### Inspector

Linda du Preez

## Inspection activities

- The inspector walked around the rooms with the provider and discussed the plans for children's learning and development.
- The inspector observed the interactions between staff and children.
- The inspector conducted a joint observation with the provider and discussed the quality of teaching.
- The inspector spoke with parents, staff and children during the inspection to take their views into consideration.
- The inspector viewed a sample range of documents.
- The inspector held a meeting with the provider.

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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