

Inspection of Rehoboth Day Nursery

44 Alverton Street, London SE8 5NH

Inspection date:

19 March 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The provider has failed to meet some of requirements of the early years foundation stage. There are significant safeguarding weaknesses that compromise children's safety at the nursery. Practitioners lack the essential knowledge and skills to effectively care for and educate children. While leaders acknowledge the ongoing staffing and recruitment challenges they face, they fail to take decisive action to ensure children's safety and well-being. As a result, children's needs are not consistently met and supervision is inadequate to ensure their safety.

While leaders understand the intended outcomes for children's learning, they do not ensure that practitioners are confident in implementing the curriculum effectively. Insufficient staffing prevents practitioners from receiving the support and coaching they need to address weaknesses in their practice and implement an effective curriculum. Consequently, children's attitudes toward their learning are not adequately promoted. Leaders, therefore, cannot effectively address weaknesses in practice or provide the support required to implement the curriculum successfully to ensure children's good progress.

Despite these weaknesses, there is a key-person system to help children to feel settled. Practitioners are kind and caring towards children. They support children's behaviour in a suitable manner. Children with special educational needs and/or disabilities (SEND) receive support. Leaders collaborate with other professionals to identify children's needs and plan appropriate assistance.

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

- Leaders lack a thorough understanding of effective risk assessment. This leaves some hazards unidentified and unaddressed, which does not ensure children's safety. For example, children are not adequately supervised when using the stairs. Leaders fail to assess risks based on children's ages, abilities and needs. They overlook dangers during transitions and within group rooms. Additionally, some practitioners lack a proper knowledge and understanding of safeguarding procedures, particularly the procedures to follow in the absence of the manager.
- Leaders understand how to observe and monitor children's development and identify gaps in their learning or any emerging needs. They work in partnership with parents, carers and other professionals. However, due to the staffing arrangements, children's needs are not met consistently. For instance, due to low numbers of practitioners, some daily routines and activities planned to support children further are not always carried out.
- Children lack opportunities for meaningful play. Practitioners frequently interrupt them, such as when they explore, to sit them down without reason. Furthermore, activities are not consistently accessible or tailored to children's

ages and abilities. For example, some children cannot reach or participate in certain activities, hindering their learning and development. Consequently, children do not develop positive attitudes towards their learning.

- Practitioners gather key words in children's home languages to help those children who speak English as an additional language to communicate. During group time, staff encourage children to listen to stories and songs to expose them to more language. However, practitioners inconsistently use language during other activities. Some use too little, while others give instructions that are too advanced for most children.
- The daily routine can be difficult for young children. There are segments that involve children sitting for extended times consecutively, which means that young children remain seated for lengthy durations. This results in them becoming restless and reduces the amount of time that children are learning.
- Children are settled and interact with one another. They seek comfort and reassurance from practitioners. However, difficulties arise when children become distressed and only single practitioners are present in the room. In these situations, children do not receive timely comfort and attention, as lone practitioners are occupied attending to the needs of other children.
- Practitioners do not provide children with the proper resources to learn and follow good hygiene routines. For instance, they provide children with liquid soap that is often excessively diluted, causing it to lose its lathering ability and rendering it ineffective. Additionally, children frequently lack easy and direct access to essential items, such as toilet paper. These shortcomings hinder the development of children's independence and overall hygienic practices.
- Practitioners support children to develop their physical abilities. Children have access to an outdoor area to move in various ways. They take pleasure in the climbing equipment as they discover different ways to climb and balance. This activity promotes children's muscle growth and core strength.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement a robust and effective risk assessment process, to identify and remove all potential hazards to children	16/04/2025

improve staff's knowledge and understanding of the safeguarding policies and procedures to follow, including whistle-blowing procedures	16/04/2025
ensure that all staff receive training, coaching and support that enables them to understand how to plan and deliver a well-sequenced curriculum that precisely meets the individual needs and development stages of all children	30/04/2025
ensure that adequate facilities are available in the toilets to enable children to maintain their personal hygiene.	16/04/2025

Setting details

Unique reference number	EY465856
Local authority	Lewisham
Inspection number	10345042
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	0 to 4
Total number of places	23
Number of children on roll	10
Name of registered person	Rehoboth Day Nursery Limited
Registered person unique reference number	RP910185
Telephone number	02037195117
Date of previous inspection	10 April 2024

Information about this early years setting

Rehoboth Day Nursery registered in 2013. It is situated in the London Borough of Lewisham. The nursery is open all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays. There are four staff, including the manager. Of these, the manager holds early years professional status, one member of staff holds an early years qualification at level 3 and two staff are unqualified. The nursery provides government funded childcare.

Information about this inspection

Inspector
Katie Smith

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to practitioners at appropriate times during the inspection and took account of their views.
- The manager 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 on children's learning.
- 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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