

# Bo-Peeeps Day Nursery

Boseley Business Park, Forest Vale Road, Forest Vale Industrial Estate,  
CINDERFORD, Gloucestershire GL14 2PH



<b>Inspection date</b>	9 January 2019
Previous inspection date	22 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children and babies form very strong emotional attachments with their designated key person. Staff are kind, caring and interested in what children say and do, respecting their individuality. Children arrive with enthusiasm and greet staff warmly with hugs and smiles.
- Staff are good role models for children because they talk to each other, children and parents respectfully. Children behave well as they learn the nursery's rules about behaviour, which are positively reinforced by staff.
- Staff establish strong partnerships with parents. The daily verbal exchange of information and the effective use of technology help parents to be fully engaged with their children's care and learning.
- Staff support children's physical, personal and emotional development well. They place a sharp focus on developing children's self-esteem and social skills. Children make good progress in their learning from their starting points, including those children with special educational needs and/or disabilities.
- Leaders have high standards and encourage staff, parents and children to evaluate and reflect on practice in the setting. Together, they effectively drive forward improvements to help raise levels of achievement for all children. For example, staff implemented children's role-play ideas for their new base room, part of the recently built extension, to help develop their creativity and imaginative skills.
- Although children have opportunities to use the outdoor area throughout the day, staff miss chances to give children longer periods to engage and extend children's all-round learning experiences, particularly those who learn better outdoors.
- Staff do not capitalise on opportunities that arise for the more able children to develop their mathematical skills or to recognise the links between letters and the sounds they make.
- At times, staff do not fully support younger children to think through and build on their ideas when playing.

## What the setting needs to do to improve further

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

- extend opportunities for children's all-round learning outdoors, particularly for those who learn better outdoors
- make the most of all chances to develop the more able children's mathematical language and their understanding of the links between letters and the sounds they make
- build on ways to support and challenge younger children to think through their ideas when they are engaged in activities.

### Inspection activities

- The inspector observed activities and staff interactions with children playing and learning indoors and outdoors, and assessed the impact these have on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed a range of documentation, including samples of policies and procedures, children's records and evidence of staff suitability.
- The inspector spoke with children, parents and staff at appropriate times and took account of their views.
- The inspector held discussions with the director and manager about future development plans, safeguarding and risk assessment.

### Inspector

Jan Harvey

## Inspection findings

### Effectiveness of leadership and management is good

Leaders and staff have a good knowledge of their responsibility to support children's learning, development and welfare. Safeguarding is effective. Staff know the signs and symptoms to look out for and the correct procedures to follow if there are child protection concerns. Leaders and staff meet with other professionals regularly and carry out online research and training to develop and extend their knowledge of current good practice. For example, following behaviour management training, staff increased small group opportunities, for children to learn to share and take turns, to help develop their listening and social skills. Leaders are developing new ways to monitor the progress of different groups of children to ensure gaps in development are closing. Good use is made of the information this provides. For example, staff have extended the use of sign language in children's discussions and have introduced a language-focus group to help better support children's early communication skills.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and develop. They know the children well and use their individual interests and comments to plan interesting activities that excite and motivate them. For instance, two-year-old children enjoyed learning the names of body parts and exploring their reflections in mirrors while making a face out of a paper plate. Older children are eager to investigate, explore and learn, using a wide range of resources and activities. Staff ensure babies are offered appropriate levels of challenge to help them make good progress, for example when developing their walking skills. Staff offer praise and encouragement as children try new things, and children are keen to keep trying. This helps encourage children's curiosity and independence.

### Personal development, behaviour and welfare are good

The caring and fun staff ensure children and babies are happy, settled and comfortable. They provide easy access to a wide range of resources, and children move freely around the nursery and explore their own ideas. Staff encourage children's good health and physical well-being effectively. For example, children have fun using a see-saw and exploring weight and balance. Staff actively support children to develop a good understanding of positive hygiene and safety routines. For instance, toddlers are encouraged to wash their hands before snacks, and older children sing action rhymes to help make sure their hands are clean before they serve themselves at lunchtime.

### Outcomes for children are good

Children are confident and make decisions about their own play. They are prepared well for the next stage in their learning and eventual move to school. For example, younger children learn how to zip up their coat and use colour and number language in the correct way as they build models with plastic bricks. Older children confidently self-register on arrival and help new children find their designated coat peg. Children's emotional and social development enables them to move forward in their learning. They develop positive attitudes to learning and make strong relationships with friends and their key person.

## Setting details

<b>Unique reference number</b>	EY369325
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10063099
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 13
<b>Total number of places</b>	90
<b>Number of children on roll</b>	186
<b>Name of registered person</b>	M. Bevan Limited
<b>Registered person unique reference number</b>	RP902607
<b>Date of previous inspection</b>	22 January 2016
<b>Telephone number</b>	01594 8229969

Bo-Peeps Day Nursery registered in 2008. It operates in Cinderford, in the Forest of Dean. The nursery is open each weekday between 7am and 6pm for 51 weeks of the year and provides a holiday play scheme, and before and after school care. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 23 staff, of whom two hold early years professional status, one has an early years qualification at level 5 and 19 have qualifications at level 3.

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