

# Inspection of Bo Peep Day Nursery

Rear Of, 74 Christchurch Road, Southend-on-Sea, Essex SS2 4JN

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Inspection date: 16 January 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

The children are happy and enjoy their time at the nursery, which shows they feel safe and secure. They have opportunities to learn about the world around them, such as noticing changes in the weather. For example, the children show awe and wonder as they excitedly point to the sky and tell their friends when they see a rainbow. Babies discover how they can push buttons on electronic toys. They notice how their actions can produce interesting results, such as sounds and lights. Children benefit from the staff's kind, caring and attentive nature. They have a good understanding of how to promote younger children's care needs. Babies develop strong bonds with their key person. Toddlers successfully build their communication and language skills. For example, staff provide songs books with repetitive phrases and rhymes to help support their growing vocabulary. Older children learn about letters, sounds and recognising their own names, to encourage their literacy development.

Children gain independence and manage their own self-care. They take personal responsibility for handwashing, toileting and drinking water, and learn to put coats on and fasten shoes. Children behave well and have good attitudes to learning. For example, they listen to instruction when it is time to tidy up. Staff help children to understand about taking turns and to share toys from an early age.

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

- The key-person system is effective and supports all children to form secure attachments. Staff engage parents extremely well, especially during children's initial assessments. They share how children are learning on a regular basis.
- The managers and staff plan an exciting and stimulating curriculum that focuses on children's development, individual needs and parental input. The manager closely monitors assessment and its use to ensure that all children make good progress. However, staff do not always provide experiences for babies to learn from their sensory play as fully as possible.
- Staff support children's developing language skills well. They introduce words, ask questions, use repetition and act as good role models for communication. For example, they enthusiastically talk to children about the rainbow that has appeared in the sky.
- Staff promote children's health effectively. They provide opportunities throughout the day for children to be physically active and play outdoors in the fresh air.
- The learning environment provides lots of experiences, which the children readily take part in. Staff place a high priority on supporting children to develop their personal, social, emotional and physical development. This helps them build the skills they need for their future learning, including their move to school.

However, staff do not always use group activities consistently well and they miss some opportunities to extend children's learning and provide further challenge.

- The manager works well with the staff to evaluate the effectiveness of the nursery. The staff have regular room and team meetings. Together, they reflect on practice and identify areas for further improvement. For example, they have identified that children's mathematical development was lower than the other areas across the nursery. As a result, the manager and staff have planned relevant activities and resources to support any emerging gaps in children's learning.
- Staff provide good support for funded children and those with special educational needs and/or disabilities. They build strong partnerships with parents and external agencies. For example, speech and language specialists and local schools.
- Parents express high levels of satisfaction about the quality of care and education at the nursery. Staff include parents in their child's learning in a variety of successful ways. For example, they provide regular updates on children's progress and opportunities to learn more about how to help children prepare for their eventual move to school.
- Comprehensive risk assessments are completed for all areas of the nursery, including outdoors. Effective staff deployment means that all children are well supervised and cared for. Staff follow comprehensive procedures with regard to the recording of accidents.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have completed safeguarding training and have a good understanding of how to keep children safe. They have a good knowledge of the signs and symptoms of abuse and a broad understanding of wider safeguarding issues. Staff know the procedures to follow if they have a concern about a child in their care, as well as the whistle-blowing procedure. The manager has robust recruitment procedures in place. She completes rigorous checks to ensure that only those suitable to work with children are able to do so.

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

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

- enhance activities offered to babies to fully support their sensory play, explorations and learning
- provide more opportunities for children to extend their thinking and learning skills.

## Setting details

<b>Unique reference number</b>	119460
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10059451
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 8
<b>Total number of places</b>	82
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Thomas, Stephen
<b>Registered person unique reference number</b>	RP511570
<b>Telephone number</b>	01702 467362
<b>Date of previous inspection</b>	23 April 2014

## Information about this early years setting

Bo Peep Day Nursery registered in 1991. The nursery employs 17 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, 11 hold level 3 and one holds level 2. The nursery opens from 7am to 6.30pm, Monday to Friday, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Tina Mason

## Inspection activities

- The inspector and the deputy manager completed a tour of all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector carried out joint observations with the deputy manager and discussed the children's progress and achievements.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the deputy manager how they reflect on their practice.

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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