

# Inspection of Baytree House Day Nursery

32 Bromley Road, LONDON SE6 2TP

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Inspection date: 21 September 2021

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Good

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

### **The provision requires improvement**

Children enjoy their time at nursery. They settle quickly into the friendly and welcoming environment. Children build good relationships with their peers, sharing resources and taking turns. Staff are deployed effectively to support children's learning and development. Children make choices in their play and show a positive attitude towards their learning. Toddlers concentrate well as they make marks and sprinkle glitter on to their pictures. Older children enjoy sharing traditional stories with props. They join in with the familiar parts of the text, use different voices for the characters, and retell the story with their friends.

Staff place a high priority on developing children's communication and language skills. They engage in meaningful conversations and introduce new vocabulary. Babies repeat animal noises and toddlers enjoy singing and using new words. Staff ask children questions and give them time to think and answer for themselves. Children's opportunities to build their independence skills are often stifled as staff complete tasks for them. Children build relationships with their key person when they start and, overall, staff know children well. However, during transition times, the system is not well established and does not encourage children to form new attachments, which would enhance their personal development. Although staff know their roles in regards to the curriculum, they are not always alert to other areas, such as reporting accidents.

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

- The quality of education is good. Staff provide a broad variety of activities and resources that spark children's interest. They skilfully engage in conversation and extend children's experiences further. Older children recap on their previous learning. For example, they share their knowledge of the planets and solar system. Babies enjoy feeling different-textured materials and persevere when learning to spread glue. Children who are funded and those with special educational needs and/or disabilities make good progress from their starting points.
- Parents state that their children are happy and settled at the nursery. They acknowledge the achievements that their children are making, particularly in their communication and language development. Staff keep them updated on their children's daily routines and learning. Partnerships with parents are weak, especially when children move rooms. Not all parents know who their child's key person is. There is a lack of consistency in care between the nursery and home. For example, parents comment that they are not given support on how to extend their children's learning at home.
- Staff use effective strategies to manage children's behaviour. They talk to children at their level and provide gentle reminders. Staff are good role models.

They reinforce positive behaviours that they want children to learn and talk about feelings and being kind. As a result, children use good manners, listen to adults, and behave appropriately.

- Staff provide and extend opportunities for children to gain a greater awareness of similarities and differences and what makes them unique. Older children discuss photographs in their pretend passports as they role play being at the airport. They talk about the countries that they come from and the different languages that they speak. Children learn about different festivals, which helps them to develop an understanding of other cultures and an appreciation of diversity.
- Children's physical skills are fully supported. They experience regular fresh air and enjoy the challenges of activities with the sports coach. Staff encourage children to increase their skills by playing catch and learning to kick a ball. Children develop their small-muscle skills. For example, children accurately place pegs in holes and cut paper plates with scissors, increasing their control and accuracy.
- Staff support children to learn about healthy lifestyles. Children eat healthy, nutritious meals and snacks. Children brush teeth moulds and wear glasses during their role play. Staff use the opportunities well to increase children's understanding of oral health and healthy eyesight.
- Weaknesses in leadership and management mean that staff practice is not monitored effectively. Staff receive regular supervision and discuss further training. However, this has not been the case with all staff, as planned, due to staff shortages. Recent changes have been made to policies regarding reporting and recording accidents and unexplained injuries. These changes have not been shared with all staff to ensure that they are fully aware of their responsibilities. The reporting of accidents is not consistent across the nursery and impacts on children's personal development.
- Staff do not implement policies consistently. For example, the key-person system is weak. Information is not shared between staff or with parents to ensure that children settle well as they transition between rooms within the nursery.

## Safeguarding

The arrangements for safeguarding are effective.

The nursery ensures that all staff are suitable to work with children. Most staff have completed safeguarding training, and show a good understanding of possible signs and symptoms of abuse. Training is booked for November 2021 for all staff to update their knowledge. Staff understand the procedures to follow if they have any concerns about a child's welfare. They share their knowledge of wider safeguarding issues, including knowledge of the 'Prevent' duty. Staff use risk assessments to ensure the environment is safe for children and to minimise any potential hazards. Accidents are not always recorded in line with procedures. However, children are comforted and first-aid administered, reducing any significant harm to children's welfare.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure all staff follow procedures for reporting and recording accidents and non-explained injuries.	22/10/2021

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

- strengthen strategies to communicate information to parents about their child's key person, and how they can support their child's learning at home
- improve the quality of care and education, and ensure all staff are fully aware of their responsibilities.

## Setting details

<b>Unique reference number</b>	EY462346
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10207038
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	The Beeches Nursery Group Limited
<b>Registered person unique reference number</b>	RP532567
<b>Telephone number</b>	02086905465
<b>Date of previous inspection</b>	14 August 2017

## Information about this early years setting

Baytree House Day Nursery registered in 2005. It is located in Catford, in the London Borough of Lewisham. The nursery is open between 6am to 9pm, Monday to Friday, all year round. There are 19 staff, including the manager. There are 16 staff who work with the children, 11 of whom hold appropriate early years qualifications from level 2 to level 4. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Helen Craig

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation of the setting.
- The manager and inspector completed a learning walk and discussed the curriculum and what leaders wanted children to learn.
- The inspector talked to staff at appropriate times during the inspection.
- The manager and inspector conducted a joint observation and evaluated the delivery of the curriculum.
- The inspector spoke to several parents during the inspection, and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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