

# Inspection of Bo Peep Day Nursery

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

---

Inspection date:

30 November 2021

---

## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

GoodGood

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

### The provision is inadequate

Children are not well cared for. Their needs are not met effectively, especially those children with special educational needs and/or disabilities (SEND). Children are not provided with challenging and stimulating learning experiences. They are not guided and supported in their learning. As a result, some children wander aimlessly around and do not engage in purposeful play. Children have limited opportunities to learn outdoors, especially during the winter months. The provision for children to explore their physical skills is poor, resulting in children adapting resources to provide them with something to play with. For example, older children move role-play equipment from a wooden balancing beam and introduce their own game of walking along the beam and balancing.

Children do not experience warm and supportive interactions with staff. Some staff working with the older children use very loud voices, creating a chaotic and noisy atmosphere. Children share a joke with staff. However, the manager's and staff's choice of language is, at times, degrading to them. For instance, they tell children that they are not liked because they are 'smelly'. This does not help build their confidence and self-esteem and form positive relationships with adults. Some children cry during their nursery day. Although these children are comforted, staff do not use their knowledge of the children to help them to feel safe and settled. For example, they do not introduce children's favourite story characters until the end of the day when children have been unsettled since they arrived. Despite this, babies and toddlers play in a calm environment and have a good relationship with staff.

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

- There are significant weaknesses in leadership and management. The provider has not ensured that compliance actions have been met. As a result, little has been done to raise staff's knowledge of child protection and the procedures to follow. The designated lead for safeguarding has not improved her understanding of her roles and responsibilities. There are still weaknesses in the processes for maintaining effective records of all accidents or injuries. This demonstrates that the provider does not understand the issue and there is a lack of capacity to improve.
- The provider does not ensure that records are readily available for inspection, such as suitability checks carried out for new staff. They do not oversee management procedures effectively, such as ensuring that all staff have the skills and training to fulfil their roles. As a result, some staff do not demonstrate sufficient knowledge of how to provide a full and exciting curriculum.
- There is currently only one member of staff who holds a full and current paediatric first-aid qualification. While this meets the minimum requirement,

there is no contingency plan in place should this person be unwell or absent. Many of the staff's paediatric first-aid certificates have expired. Therefore, the provider has not acted swiftly enough to address this issue. This does not keep children safe if first-aid treatment is required.

- Children are provided with limited opportunities to learn outdoors. There is a fully enclosed garden, however, staff rarely take the children outside. When they do, it is often for very short periods of time during the winter months. This was an action raised at a previous inspection. This shows a limited commitment by the provider, manager and staff to recognise the importance of daily fresh air and exercise to children's health and well-being. It also hinders those children who learn more effectively outdoors from reaching their full potential.
- Staff provide a range of resources and some planned activities. Although they do not have a curriculum that is engaging, challenging and tailored to individual children's needs. The manager does not demonstrate a clear understanding of the learning intentions, therefore, cannot effectively monitor staff's practice or guide them to improve their teaching methods.
- Staff and managers identify children with SEND and work with some parents to consider and seek appropriate interventions. However, they do not implement their plans effectively. Many of the children do not engage in purposeful play. Staff often do not notice when children with SEND are wandering aimlessly, sometimes for large sections of the day.
- Some staff and managers speak in very loud voices, especially in the pre-school room. This creates a noisy atmosphere and is not good role modelling for children. Jokes shared with children are inappropriate and demonstrate a lack of respect for children and their self-esteem.
- Staff do not consider all seven areas of learning in their planning. For example, children have limited opportunities to develop physical skills indoors. Children are not encouraged to become strong and independent young people. There are few opportunities for them to develop their independence. For example, some children's coats are on hooks that are out of their reach. Staff do not allow children to pour their own drinks.

## Safeguarding

The arrangements for safeguarding are not effective.

Managers and staff have not completed relevant safeguarding training for a number of years or updated their child protection knowledge. This compromises their ability to take appropriate action should they have concerns about a child's safety or well-being. Some staff demonstrate knowledge of the signs and symptoms that might alert them that a child is being harmed or mistreated. However, some staff are not secure in their knowledge of current safeguarding legislation and guidance, such as the 'Prevent' duty. The provider does not make available evidence of the vetting checks carried out to assess new staff's suitability.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
take action to ensure that all staff understand child protection and the processes to follow	05/01/2022
implement effective accident or injury procedures, including notifying parents on the same day, or as soon as reasonably practical	05/01/2022
ensure the designated lead for safeguarding has the appropriate knowledge and skills, and the ability to swiftly respond to concerns about a child's welfare	05/01/2022
ensure records are readily available for inspection, such as staff qualifications, identity checks and vetting procedures	05/01/2022
take action to make sure staff undertake appropriate training and professional development opportunities to ensure they offer quality learning for children that continually improves	05/01/2022
ensure that there are sufficient staff who hold a current paediatric first-aid qualification and who can be deployed effectively in an emergency	05/01/2022
ensure all children have opportunities to experience outdoor activities on a daily basis to help promote their physical skills and health	05/01/2022
implement effective procedures for children with special educational needs and/or disabilities, including working with parents and seeking support from other professionals.	05/01/2022

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

	<b>Due date</b>
consider the individual needs and interest of every child and use this information to plan challenging and enjoyable experiences	05/01/2022
provide an educational programme that covers all seven areas of learning indoors and outdoors, including the provision for children's physical development	05/01/2022
ensure that all managers and staff provide children with warm and positive interactions to help build their self-esteem and prepare them for their future learning.	05/01/2022

## Setting details

<b>Unique reference number</b>	119460
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10214393
<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 10
<b>Total number of places</b>	82
<b>Number of children on roll</b>	112
<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>	16 January 202016 January 2020

## Information about this early years setting

Bo Peep Day Nursery registered in 1991. The nursery employs 19 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, 10 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

Lynn Hughes

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- Children shared their views with the inspector.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and some evidence of the suitability of staff working in the nursery.
- The manager and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021