

# Inspection of BebeTots Limited

7a Trowbridge Road, WESTBURY, Wiltshire BA13 3AY

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Inspection date: 31 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are settled and happy in the nursery. They interact well with their friends and begin to show kindness to others. For example, they help to push their friends on a rope swing and learn to share toys well together. Staff provide a broad curriculum that supports children's interests and helps children develop their skills effectively through their play. Children have fun exploring different textures. Babies feel the shiny, soft and smooth pictures in an interactive story. Older children enjoy mixing earth and leaves in the outdoor mud kitchen. They develop their imaginations in play well and use language effectively to describe their ideas. For example, they tell staff that they are making a 'popcorn and chocolate cake' and also say, 'We made some peanut biscuits too.' They talk about the colourful slime mixture that they play with and say, 'It's a little bit hard and a little bit soft.'

Children use their creativity well in their play. For example, toddlers become absorbed squashing and rolling play dough. They like to use cutters to make different shapes. Older children add glittery, sparkly shapes to the dough and proudly say, 'We have made a jubilee crown.' Children have fun joining with their friends to learn about the Queen and the red, white and blue flags.

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

- The management team supports staff well to build on their skills and their understanding of children's learning and development. For example, staff have completed a detailed quality assurance scheme to help them review their practice and make improvements to enhance positive outcomes for children. This has supported staff to develop their interactions with children's play, to encourage children's learning and help them make good progress.
- Staff support children's communication and language very well. They encourage children to listen to and engage in stories and songs. Babies smile as they attempt to 'squeak like a mouse'. Toddlers become confident to put two- and three-word sentences together. Older children listen intently to a story about a zoo and enthusiastically join in with the 'great big roar of a lion'.
- Children benefit from regular opportunities to develop their physical skills. Babies are keen to reach out and pull themselves up and over the soft-play shapes. Toddlers enjoy running freely outdoors. Older children have fun following the actions to a favourite song. They march up and down or pretend to gallop around.
- Staff help children develop the necessary skills needed for their move to school. Children gain confidence when dressing themselves and make good attempts at zipping up their all-in-one suits to wear outdoors. However, at times, staff do not promote all aspects of children's independence skills consistently well, for example through some daily routines such as mealtimes.

- Parents state that staff are friendly and approachable and keep them well informed about their children's activities. They say that they are happy with the nursery overall. Parents say that staff are supportive of their particular circumstances, and they are reassured about leaving their children in their care.
- Staff support children's early literacy skills very well. Babies pick up easy-to-hold hardback books and look with interest at the pictures. Toddlers learn the sequence of a favourite story about a gingerbread man. Older children concentrate well painting or chalking marks on the playground and start to form recognisable letter shapes. Children begin to sound out the letters of familiar words, such as 'mummy'.
- Staff plan a range of interesting and purposeful adult-led and child-initiated play experiences for children indoors and outdoors. Children become engrossed in some activities, such as digging in the sand, planting cress seeds or looking for bugs in the flower beds. They learn well through their curiosity and exploration in play. However, staff do not always fully consider how they could encourage children to participate more in some planned activities so that they benefit from the identified learning intentions consistently well.
- Staff make good use of praise and encouragement to support children's good behaviour. They talk with children about their emotions and help them learn to play cooperatively with their friends. Staff keep clear boundaries to help children feel secure and confident in the nursery.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team supports staff's awareness of safeguarding well. Staff recognise signs that may indicate potential concerns about children's welfare and understand the procedures to follow in the event of any concerns arising. Staff continue to risk assess the play areas to minimise accidents. They review the resources provided to ensure these are safe for children and monitor staff deployment to supervise children's play. The management team follows clear recruitment procedures to assess staff's suitability. Staff kept in regular contact with parents and children during the COVID-19 pandemic. They provided activities parents could do at home with their children.

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

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

- make more use of everyday routines to strengthen all aspects of children's personal development consistently well
- consider ways to monitor children's use of the play activities further, to encourage their participation and promote all aspects of their learning consistently well.

## Setting details

<b>Unique reference number</b>	EY492576
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10238747
<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>	43
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Bebetots Limited
<b>Registered person unique reference number</b>	RP902284
<b>Telephone number</b>	01373 864444
<b>Date of previous inspection</b>	28 March 2017

## Information about this early years setting

BebeTots Limited registered in 2015. It is located in Westbury, Wiltshire. The nursery operates from 7.30am until 6pm on Monday to Friday, all year round. The nursery receives government funding to provide early years education for children aged two, three and four years. The majority of staff who work with the children hold childcare qualifications at level 3.

## Information about this inspection

### Inspector

Mary Daniel

## 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.
- The inspector and the manager completed two joint observations of activities and discussed the quality of teaching.
- The inspector observed children's interactions in play indoors and outdoors, and discussed their learning and development with staff.
- The inspector had discussions with parents and took their views into account.
- The inspector viewed a sample of documents, including qualifications and first-aid certificates.

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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