

Inspection of Bo-Peeps Day Nursery

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

Inspection date: 30 June 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised. Leaders and staff do not use their risk assessment processes well enough to ensure that children are not exposed to risks where they play. Furthermore, leaders do not ensure that all staff have a secure understanding of child protection procedures so that they are able to keep children safe. Support in place for children with special educational needs and/or disabilities (SEND) is not always used effectively.

Children arrive happy and settle quickly at nursery. They have strong attachments with the kind and nurturing staff. Babies cuddle into staff and eagerly sit on their laps to listen to stories. Older children enjoy songs and taking part in craft activities. However, weaknesses in planning and the curriculum means that support in place for the younger children is not effective. Staff working with the older children provide activities based on children's interests and what they need to learn next. However, younger children do not receive the same challenge. In addition to this, staff are not consistent with setting clear expectations for behaviour. The behaviour of some of the younger children causes disruption to those who want to learn.

Due to COVID-19, parents drop their children to the door and do not go into the nursery. Staff ensure that they take time to speak to parents about what their children have been playing with. Staff know the children well.

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

- Children's safety is put at risk. Although the leaders have procedures in place for staff to follow to safeguard children, they do not ensure that staff have a good understanding of what they should do to report any concerns that they have outside of the nursery. In addition to this, staff do not understand how to identify if one of the youngest children are at risk or harm.
- Leaders do not ensure that children are kept safe from risks in the nursery. They allow children to play with broken toys that have sharp edges, and allow children to leave toys all over the floor creating a tripping hazard. Furthermore, staff fail to conduct thorough risk assessments of the garden and children play where rodent faeces is present.
- Staff have some systems in place for managing older children's behaviour. They work closely with parents to put strategies in place to help children to manage their feelings appropriately. However, staff working with the younger children are not consistent at setting boundaries, therefore children do whatever they like. Children do not share, they snatch from their peers and throw resources all over the floor. Staff fail to intervene and help children to learn how to behave appropriately.

- Younger children do not have the quality learning opportunities that they need to make good progress in their learning. Staff do provide some suitable activities for children to take part in. For instance, they pretend to be on the bus with the children and sing songs. However, these opportunities are not frequent enough, and, as a result, younger children spend too much time wandering around. Leaders and staff recognise that their curriculum is not effective, and they intend to make changes to the curriculum and their planning procedures. However, as these plans are at an early stage, they have yet to have an impact.
- Leaders and staff identify children with SEND. They take appropriate action to refer children to the relevant professionals so they can get additional support. However, staff do not consistently use the strategies suggested to support children and help them understand how to participate in their learning appropriately.
- Children enjoy being outside,. They benefit from lots of outdoor play where they use the bicycles and climbing resources to develop their physical skills. Children enjoy playing catch and they chase each other around the garden excitedly.
- Parents say that they are happy with the care that their children receive. They say that staff are friendly and welcoming and children enjoy their time at nursery.

Safeguarding

The arrangements for safeguarding are not effective.

Children are not safe because leaders and staff do not understand how to identify and remove risks that are present where children play. Children play with broken toys and the youngest children walk around eating food from the floor. Leaders do not ensure that all staff have a secure understanding of the indicators that might suggest that a child is at risk of harm. Furthermore, staff do not know how to report concerns outside of the nursery. Older children learn to manage their own personal hygiene. They learn that germs can make them ill so they eagerly wash their hands before mealtimes. However, this is not consistent throughout the nursery.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all staff have a good understanding of child protection and safeguarding procedures, including how to identify abuse and who to report concerns to	22/07/2022

ensure that risk assessments are thorough and accurate so that children are not put at risk as they play	22/07/2022
provide all children with clear and consistent boundaries so they learn to behave appropriately	22/07/2022
ensure that strategies in place for supporting children with SEND are used consistently	22/07/2022
provide a curriculum that offers challenging experiences for all children across all areas of learning and development.	22/07/2022

Setting details

Unique reference number	EY369325
Local authority	Gloucestershire
Inspection number	10245495
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	90
Number of children on roll	170
Name of registered person	M. Bevan Limited
Registered person unique reference number	RP902607
Telephone number	01594 8229969
Date of previous inspection	9 January 2019

Information about this early years setting

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 29 staff, of whom one holds early years professional status and 17 have qualifications at level 3.

Information about this inspection

Inspector

Victoria Nicolson

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.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.

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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