

# Inspection of Bow Nursery

95 Bromley High Street, LONDON E3 3EN

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Inspection date: 10 October 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 extremely happy and settled. They arrive at the setting eager to start their day and greet staff with a smile. Children show high levels of engagement and are motivated to make their own choices and lead their own play and learning. They form secure emotional attachments with staff, who are very attentive to their needs. Children behave well. Staff have clear and high expectations, which children are well aware of. For example, in the morning, younger children remind each other of the 'golden rules', such as being kind and sharing. All children, including those with special educational needs and/or disabilities (SEND), make good progress.

A well-thought-out and varied curriculum provides children with many opportunities to challenge their thinking and promote their learning. Children are strong communicators with big imaginations. For example, children kindly offer the inspector some 'food' from the role-play area. Explaining in detail, that they have made 'pickles' and 'dumplings'. While the inspector sat with her laptop, younger children sat next to her, with the role-play laptop and typed their 'notes'.

Children of all ages show a deep love of books. For example, babies are able to pick up books and attempt to turn the pages. Older children enjoy group story times, where they share ideas about what is happening and what might happen next.

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

- Staff provide activities to encourage the development of children's physical skills and to build self-confidence. For example, younger children confidently climb in the indoor climbing area. Older children smile and laugh as they move their bodies to use the hula hoops in the garden. Staff praise and cheer children on, offering support when needed.
- The leaders and staff work in close partnership with parents and other professionals to support children with SEND. They carefully consider strategies to support these children and ensure that staff implement these strategies into their individual learning plans.
- Children are confident and interested in their environment. They ask lots of questions and are eager to learn. Children comfortably communicate their needs and they show independence. For example, children serve their own food at lunchtime and get themselves ready to go outside. Staff engage in meaningful conversations with the children. They introduce new words to broaden children's vocabulary, such as 'inspiration' when they are working together during a creative activity.
- The experienced and dedicated manager and deputy support the team well,

overall. Staff report that their well-being is good and they receive support in their role. Effective systems are in place for the supervision of all staff. The manager and deputy observe staff's teaching. They provide them with constructive feedback to further improve their teaching. Staff complete regular and robust mandatory training, with regards to how they safeguard children. However, the manager recognises that further targeted training for staff, would help to strengthen the quality of education even further.

- Staff work well with parents. They update them using electronic diaries where parents and staff can both share information. Parents are invited to 'playdates' at the setting. Parents can spend time learning what activities their children enjoy and to have conversations with staff and other parents. Parents feel well involved and appreciate the support that is offered to them.
- Staff create an inclusive environment which values children's individuality well. Children learn about different cultures and festivals throughout the year. For example, children enthusiastically create their own blankets, based on what they have learned during Black History Month. This supports children to respect and value their wider, diverse community. Children understand what makes them unique and how to respect others. This inclusivity contributes to warm and inviting atmosphere felt throughout the setting.
- Staff are passionate about creating a challenging and exciting environment for all children. They plan activities based on children's interests and needs. Overall, staff support the children's learning well. However, on occasion, some staff are not always as clear as they could be about the key skills they want the children to learn during the different activities. This makes it harder to assess if the intended learning has been imbedded.

## **Safeguarding**

The arrangements for safeguarding are effective.

Robust recruitment and vetting procedures are in place. Leaders ensure that staff are suitable to work with children. The premises are safe and secure. Leaders keep staff up to date with changes in safeguarding policy and legislation. They provide regular training on how to keep children safe and protected from harm. Staff have a good understanding of child protection and know the referral procedure. Ratios are met and staff supervise children with vigilance. Staff use risk assessments and daily checks to make sure that the environment is free from hazards and children's safety remains a high priority.

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

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

- build on staff's knowledge of curriculum intent, so they are clear what skills and knowledge they want children to gain from the different activities and

experiences available to them

- continue to further strengthen the arrangements for professional development, to help staff raise their teaching to an even higher level.

## Setting details

<b>Unique reference number</b>	EY431361
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10112815
<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>	1 to 3
<b>Total number of places</b>	90
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Barnardo's
<b>Registered person unique reference number</b>	RP518879
<b>Telephone number</b>	0203 988 0443
<b>Date of previous inspection</b>	4 November 2016

## Information about this early years setting

Bow Nursery registered in 2011 and is run by Barnardo's. The nursery operates from purpose-built premises in Bromley by Bow, in the London Borough of Tower Hamlets. The nursery is open every weekday, from 8am to 6pm, for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early years education for children aged two, three and four years. The nursery employs nine permanent members of staff, seven of whom hold relevant early years qualifications at level 3 and two who have level 2.

## Information about this inspection

### Inspector

Laura Rathbone

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the setting.
- The manager and inspector carried out a learning walk together to discuss the setting's intentions for children's learning.
- The manager and inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- The inspector spoke to parents and children and took account of their views.
- The inspector held discussions with the manager and deputy about safeguarding and how they evaluate their practice.
- The inspector looked at relevant documents, including paediatric first aid, qualifications and suitability checks.

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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