

# Inspection of Bo-Peeps Day Nursery

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

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Inspection date:

26 October 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Inadequate

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

### **The provision requires improvement**

Since the last inspection, leaders and managers have made changes to improve the safety and care for children. Outdoor checks and new alarm sound systems help keep rodents and other animals away from the garden areas. Staff in different rooms also do visual checks before taking groups of children out.

Children develop physical skills. They use the two outdoor play areas daily. There is a covered area for all-weather use, climbing equipment, slides, and pathways for wheeled toys. Children get to explore natural materials, sand, water, leaves, conkers and pinecones. Older children visit the nearby forest. They explore and learn to use different wood-working tools.

Indoors, staff have also made big changes. They have created calm spaces for children, removing bright colours from walls, adding a sensory room and soft-play area. Secure waiting areas keep children safe when parents drop off or collect them. Staff can now have detailed discussions with parents at these times. They regularly share information about what children do.

Staff provide a variety of activities for children. All rooms have readily accessible resources so children can follow their interests. All rooms have display boards showing what it is that children need to learn next. However, when there are several children engaged in an activity, staff are not clear on what they are teaching and why. Sometimes, children lose interest and move away.

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

- Leaders and managers have put in place new systems for planning the curriculum. They provide some support for staff as they use this new system. However, monitoring of teaching is not yet consistent to make sure all staff understand how to plan for what children need to learn next. The quality of education across the nursery is variable.
- Children's behaviour is good. Staff are good role models and help children to understand expectations of behaviour. Staff working with the toddlers remind them to walk indoors so they do not knock into their friends. Children approaching three-years old explore resources that have been set up for them and share fairly with adult support. At story and group times they know they need to sit and listen. Children maintain attention, engage well and wait for their turn.
- Parents comment that they feel their children are happy and enjoy coming to the nursery. Staff talk with them about changes and how the children are doing. Parents feel that staff help them and that children prepare well for the move on to school.

- Changes to the way staff support children's learning are developing. Staff plan varied activities, indoors and outdoors. However, staff do not consistently build on what children know and can do or consider their age and stage of development. For example, children sit for a long period of time while staff use an interactive screen to show them different colours. Some children know their colours and become bored or restless.
- Staff have good routines for children at mealtimes. Older children know why they need to wash their hands and have good hygiene. Staff help younger children and babies to clean hands before sitting down to eat. Older children develop independent skills. They pour their own drinks, use knives to butter bagels and spoons to serve vegetables. Younger children receive praise when they find their own drink bottle. They learn to eat with spoons and forks. Children enjoy these social occasions.
- Key persons know and care for the children well. Children receive frequent praise, such as when they succeed in doing up their zip, pouring drinks or sitting well when taking part in group activities. Staff provide comfort when children are frustrated or upset. All children build good relationships with others and play well together.
- Staff seek help from other professionals and use training to better support children. Recent training in communication and language has helped staff introduce strategies to support all children, including those with special educational needs and/or disabilities (SEND) or those who are learning English as an additional language. Staff use signs, picture cards, home languages and words to help children interact with others and follow instructions. Children are becoming more confident in expressing their needs and talking.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have made sure that all staff have up-to-date training in safeguarding. Staff know the potential signs and symptoms that indicate that a child is at risk of harm. They understand the processes to follow should they need to refer concerns. Staff also know what to do if there are complaints or allegations against staff. Leaders and managers have put in place robust risk assessments to keep children safe. Regular checks of indoor and outdoor play spaces help staff identify and remove potential hazards. For example, a hole in the smaller garden was covered over before children went out to play.

## 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>
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build on the ways in which managers monitor staff practice to ensure staff understand the areas of learning and development to make sure the curriculum meets the needs of children	30/11/2022
ensure that all staff who work regularly with the children are kept informed about changes in practice and procedures.	30/11/2022

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

- develop the planning for children's learning to make sure it identifies clearly what children need to learn next and builds on what children know and can do.

## Setting details

<b>Unique reference number</b>	EY369325
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10259472
<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 11
<b>Total number of places</b>	90
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	M. Bevan Limited
<b>Registered person unique reference number</b>	RP902607
<b>Telephone number</b>	01594 822969
<b>Date of previous inspection</b>	30 June 2022

## 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, from 7am to 6pm, all year round. It provides a holiday play scheme and before- and after-school care. The nursery employs 24 members staff who work with the children. One member of staff holds early years professional status; 16 members of staff hold appropriate childcare qualifications at level 3 and three members of staff hold appropriate childcare qualifications at level 2. The nursery receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspectors

Anita McKelvey  
Rosie Pritchard

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The deputy manager, manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The special educational needs coordinator spoke to the second inspector about how they support children with SEND.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The second inspector carried out a joint observation of group activities with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.

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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