

# Inspection of Baytree House Day Nursery

32 Bromley Road, LONDON SE6 2TP

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Inspection date: 12 January 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Inadequate

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

### **The provision is good**

Children arrive happy and settle quickly into nursery. They have warm relationships with staff, who give them cuddles and conversation as they welcome them in. Babies' individual needs are carefully considered. They benefit from having their home routines matched within the setting. Therefore, they feel safe and know what to expect during the day. Children gain confidence in their physical movements and coordination. The youngest babies spend time on their tummies, to gain strength and reach for rattles, while older babies crawl and slide on soft ramps. Pre-school children are proud of their dance skills, showing that they have gained good control of their bodies.

Staff know children well and share learning with parents. The curriculum is sequenced well to enable children to build on what they already know and can do. The skills they learn at each stage prepare them well for starting school. Regular observation and assessment inform planning, to ensure all children make good progress.

The manager has supported the staff well in order to improve provision since the last inspection. Staff have received training to refresh and improve their knowledge and skills. Both the indoor and outdoor environments have been refreshed, ensuring that children have plenty of space to play and move around safely. The range of resources encourage children to be curious through their play.

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

- Staff build strong relationships with the children. Key persons know children's personal preferences and interests well. Information gathered from parents at the start means staff understand children's starting points. This helps children to feel safe and secure.
- Staff are clear about the learning intentions for their group of key children. For example, babies explore the texture of cereal to help them learn about their senses. Staff use interaction and offer various resources to encourage children to try new skills. However, at times, staff intervene too quickly, meaning children do not have time to develop their own ideas and thinking.
- Children are respectful and play well together. Staff encourage them to say 'please', 'thank you' and 'excuse me'. They model turn taking and encourage children to wait in conversation, reminding them to talk one at a time so that everyone can be heard.
- Partnerships with parents are strong. Parents speak highly of the staff and the care they provide. Regular newsletters and a parent portal mean parents get regular updates about staff changes and information about their children's progress. Parents enjoy the craft items children bring home and find the tips to

support their children's learning at home really useful.

- Children enjoy sharing books and stories with staff. Older children enjoy snuggling in together and join in the storytelling with puppets. They confidently talk about the story and wonder about what will happen next. Staff point to the pictures as they read to babies. The use of stories helps children develop an interest in books and reading.
- Staff interactions support children's communication and language development well. Children learn new words, such as 'slippery', 'icy', 'push' and 'pull'. Staff support their understanding by using gestures. Notices and labels are displayed in multiple languages, and staff gather key words in children's home languages. However, strategies to support children who speak English as an additional language (EAL) are not yet fully embedded, meaning children do not get to hear and use their home language as much as they could.
- Mealtimes are planned to teach children self-help skills and promote independence. Children learn to use cutlery and feed themselves. Older children pour their own water and talk about which vegetables they like.
- Children with special educational needs and/or disabilities are supported well. Care plans are in place and are well understood by key persons. Staff signpost parents to local support services, where appropriate. The deputy manager is undertaking a relevant qualification to further strengthen this work.
- The manager is highly motivated and has taken swift action to improve since the last inspection. Robust monitoring has been put in place to ensure that good practice continues to be embedded. Staff feel well supported through regular supervisions and team meetings. Training plans have been tailored to meet individual staff needs, to further develop the provision.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of the signs and symptoms of abuse and procedures to follow to report any concerns about children in their care. The manager ensures that regular safeguarding training takes place, to keep staff knowledge up to date. Robust risk assessments minimise the risk of accidents. Children learn to keep themselves safe, as staff teach them to wash their hands and to take care on the stairs. The manager carries out suitability checks, such as Disclosure and Barring Service checks, to ensure only suitable staff are employed.

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

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

- continue to develop strategies for children who speak EAL so they are able to hear and use their home languages regularly
- ensure children are given sufficient time to develop their own thoughts and

ideas during play.

## Setting details

<b>Unique reference number</b>	EY462346
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10252947
<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>	54
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	The Beeches Nursery Group Limited
<b>Registered person unique reference number</b>	RP532567
<b>Telephone number</b>	02086905465
<b>Date of previous inspection</b>	28 July 2022

## Information about this early years setting

Baytree House Day Nursery registered in 2005. It is located in Catford, in the London Borough of Lewisham. The nursery is open between 6am to 9pm, Monday to Friday, all year round. There are 10 staff who work with the children, eight of whom hold appropriate early years qualifications at either level 2 or level 3. The nursery receives funding to provide early education places for children aged two, three and four years.

## Information about this inspection

### Inspector

Kyrstie Gennoe

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- Children spoke to and played with the inspector during the inspection.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between staff and children and spoke to staff about 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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