

# Inspection of The Wonder Years Bromley

Bowyer Hall, 157 Bromley Common, Bromley, Kent BR2 9RJ

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Inspection date: 21 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children arrive at the nursery enthusiastic and eager to learn. They are happy and relaxed in the calming environment staff provide. Children develop warm relationships with all staff and feel comfortable and safe. Staff are caring and gentle as they play with children and children are confident to go to staff for reassurance when they need it.

Children benefit from a well-organised environment and make independent choices from a wide variety of exciting activities on offer. This supports their level of engagement in the activities available. Older children use actions and movement as they retell familiar stories in the outdoor area and younger children 'chop' vegetables during imaginative play.

Children understand the routines of the day and listen well to instructions from staff. For instance, staff use sand timers, so that children know when it is time to tidy-up resources. This helps them develop a sense of respect for their learning environment. Children beam with pride when they receive stickers for their efforts.

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

- The staff team have a good knowledge of what they want children to learn and achieve. They plan a broad curriculum based on children's starting points and their next steps in learning. They observe children and use assessments to monitor their development. This supports the good progress children make.
- Staff use a variety of opportunities to develop children's communication and language skills. They provide a narrative for children as they play, introduce words like 'molar' and 'plaque' to broaden their vocabulary and reinforce instructions at circle times with sign language. Staff communicate with children at eye level to engage them in meaningful conversation. This helps children's progress in this area.
- Children's mathematical skills are promoted well. They learn to develop an awareness of time, say number names in order and recognise simple shapes. Staff are quick to extend children's learning in activities. For instance, they ask questions like 'what number comes after 15?' and 'what is one less than 1?'
- Children's physical health is very well supported. They take part in challenging activities in the outdoor area. For example, children develop their upper body strength as they use the swings and develop their hand-to-eye coordination as they balance balls on tennis racquets. Staff also help children learn about oral health. They talk to them about why it is important to brush their teeth and provide them with resources to promote teeth cleaning.
- Overall, children behave well. Staff are positive role models. They remind and encourage children to share, take turns and use good manners, such as please

and thank you. Although adults are clear about expectations of behaviour, they do not always help children understand the impact of their behaviour, so they can begin to manage their own behaviour.

- Leaders ensure that children have rich experiences as they learn. For instance, children develop their social skills and build connections with the local community when they sing with residents at the local care home. This supports their learning about their community and the world around them. Children learn about what makes them unique. They have regular opportunities to share photos and information about themselves and their families. This helps to build their confidence and self-esteem.
- Generally, partnerships with parents are positive. Parents say that 'staff are caring and dedicated' and that their children are 'safe, loved and protected'. Yet, there are occasions where parents say that they are not given enough information about their child's progress, so that they can support them with their learning at home.
- Staff have opportunities to attend training and further improve their knowledge and practice. They have weekly meetings where they discuss safeguarding issues, plan activities, and reflect on their practice. Staff members say that after recent training they were able to better support children with their emotions by using their favourite items to soothe them.
- The nominated individual failed to notify Ofsted when the number of days the setting was open increased. While this is a statutory requirement, this did not have a negative impact on children's welfare and learning. The nominated individual has improved her knowledge of how to make future notifications, so that Ofsted can respond accordingly.

## Safeguarding

The arrangements for safeguarding are effective.

All staff understand their roles and responsibilities to keep children safe. They know the procedures to follow if they have a concern regarding a child's well-being. The manager ensures staff complete regular safeguarding training to keep their knowledge up to date. Staff are aware of wider safeguarding issues, such as female genital mutilation and county lines. Robust recruitment and induction procedures are in place to ensure staff are suitable to carry out their roles. Children are well supervised in both the indoor and outdoor environments to ensure they remain safe.

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

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

- help children understand the impact of their behaviour on others, so that they can begin to manage their own behaviour

- provide parents with the information they need about their child's progress, so that they can support them with their learning at home.

## Setting details

<b>Unique reference number</b>	2596470
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10251407
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	The Wonder Years Bromley Ltd
<b>Registered person unique reference number</b>	2596467
<b>Telephone number</b>	07974981695
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Wonder Years Bromley registered in 2020. It opens on a Monday from 7.30am until 4pm, 7.30am until 5pm on a Tuesday, Wednesday and Friday and from 7.30am until 6pm on a Thursday. It takes children from two years old.

## Information about this inspection

**Inspector**  
Jacquie Brown

## 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 leaders and has taken that into account in their evaluation of the nursery.
- The inspector conducted a learning walk with the manager to discuss how the curriculum is planned and what opportunities are available for children.
- A joint observation was carried out with the manager, and the impact of this on children's learning and development was evaluated.
- Children, staff and some parents spoke with the inspector and shared their views.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector sampled a range of documentation, including staff's first-aid certificates and evidence of staff suitability.

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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