

# Inspection of Bopeeps Preschool Blackheath

Vanbrugh Community Association, Mycenae House, 90 Mycenae Road, London SE3  
7SE

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Inspection date: 18 July 2023

<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 arrive at the pre-school with confidence. Practitioners build strong relationships with children and this helps them to separate from their parents with ease. They are eager to start their day. Children seem happy throughout the day and tell the inspector that they are 'having fun'.

The manager implements a curriculum that is led by children's interests and learning needs. She understands that children learn in different ways, and guides practitioners to adapt their approach to children's individual needs. Children show enthusiasm to play and learn. Practitioners support children to join interactive singing sessions and communicate with their friends. For instance, children sing 'The wheels on the bus' while pretending to be on a bus with their friends. They talk about what is happening on the bus with the practitioner, who adds different scenarios to their role play.

Practitioners are good role models for children. They communicate respectfully with each other and give children gentle reminders to say 'please' and 'thank you'. Practitioners support children to become confident and independent in their self-care needs. For example, children learn the importance of good hygiene practices. They wash their hands before meals and after using the toilet.

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

- Practitioners plan activities to build on what children already know and need to learn next. For instance, children learn about seasons, days of the week and weather as they discuss their daily calendar in group time. With this support, children make progress from their starting points.
- Practitioners support children's communication and language development through stories, songs and large-group times. For example, they use lanyards with visual communication prompts to help children to communicate. However, practitioners are not consistent in using these. There are times when this does not fully support the communication skills for children who need it most.
- Practitioners promote children's physical skills indoors and outdoors. Children have access to a range of equipment, such as bikes and hoops. They access outdoor space to move freely and get fresh air. This supports children's well-being and physical development.
- Children with special educational needs and/or disabilities are supported to make good progress. Managers and practitioners liaise with parents and other professionals to ensure that they are working together and children's individual needs are being met. The managers use additional funding to provide training, and one-to-one support and resources for children.
- Practitioners support children who speak English as an additional language by

using key words and phrases in their home language. Children are encouraged to join small-group turn taking activities to support them to learn names and words and develop friendships.

- Children behave well. Practitioners use visual aids, such as timers, to encourage children to share. Children learn and follow the boundaries of the pre-school and remind each other not to run inside. Children are encouraged to talk about conflict situations and how they feel. This helps children to understand the impact that their actions have on others.
- Parent partnerships are strong. Information is shared daily so that parents know what their child has been doing and what their next steps are. This helps parents to support their child's development at home. Managers and practitioners organise special events for children and their parents, such as a leavers concert, to involve them in nursery life.
- Parents speak highly of the pre-school. They comment on the good communication and how well their children have progressed while attending the pre-school. Parents share how supported they feel, and how kind and friendly the team are towards them and their children.
- Managers recognise the importance of staff well-being and their continuous professional development. They use supervision meetings to talk about and support well-being, and identify training that is specific to individual needs. Practitioners say that they enjoy working at the pre-school. They comment on the strong relationships and how they feel very supported by the managers.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and practitioners understand their roles and responsibilities to keep children safe from harm. They know the policies and procedures to follow if they have concerns about a child in their care, including whistle-blowing about colleagues. Recruitment procedures are robust. Background checks ensure that practitioners are suitable to work with children. The premises are kept safe and secure, and practitioners complete daily risk assessments to identify and remove any hazards. Mandatory training, such as safeguarding and paediatric first aid, is kept up to date.

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

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

- support practitioners to consistently use strategies in place to support children's language and communication skills.

## Setting details

<b>Unique reference number</b>	EY547921
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10302088
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Bopeeps Preschool Ltd
<b>Registered person unique reference number</b>	RP910277
<b>Telephone number</b>	07935373239
<b>Date of previous inspection</b>	15 January 2020

## Information about this early years setting

Bopeeps Preschool Blackheath registered in 2017 and is located within the London Borough of Greenwich. All practitioners hold relevant childcare qualifications at level 2 or 3, and the manager holds a qualification at level 5. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katie Smith

## 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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the managers about the leadership and management of the pre-school.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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