

Inspection of Easy Peasy Nursery and Daycare

57 Glimpsing Green, Erith DA18 4HB

Inspection date: 10 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Practitioners demonstrate a warm and sensitive approach towards children when they arrive at the nursery, which helps them to settle. Children confidently approach practitioners when they need comfort or support. This shows that, overall, they feel safe and emotionally secure. Practitioners develop close bonds with their key children. They spend their time talking and interacting with them, which motivates children to play and explore.

Children benefit from good role models to help them develop their social skills. Practitioners talk to each other with respect, and they encourage children to use manners and good behaviour. Children develop close friendships and interact well with each other. Practitioners communicate with each other to provide support for children. For example, information gathered from parents in the morning is shared with the team.

Practitioners have high expectations of children, including those with special educational needs and/or disabilities (SEND). The manager creates an ambitious curriculum. Practitioners observe and assess children's progress well. They identify and support children whose progress or development are not as expected. Practitioners work in partnership with parents and other professionals to support children with SEND. Children make good progress from their starting points.

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

- Since the last inspection, the manager and her team have worked hard to implement an effective curriculum that is based on the areas of development and the children's interests. Practitioners know what they want children to learn. They plan activities that promote natural curiosity and support children to achieve their next steps in learning.
- Practitioners help to build on children's language. They provide a commentary on children's play and repeat back what children say with the correct pronunciation and grammar. Children speak to practitioners about their own personal experiences and ask questions to extend their knowledge. Practitioners introduce words during activities to enhance children's vocabulary. For instance, during a play dough activity, practitioners use words such as 'knead' and 'stretch' to describe actions.
- Practitioners support children to develop early literacy skills. They encourage children to mark make or write their name. Practitioners read books to children, and children access the book area independently.
- Children learn about different cultural festivals throughout the year, such as Chinese New Year and Eid. Practitioners provide activities for children to learn about themselves. For example, children use mirrors to draw self-portraits, and

they discuss what features they have that are the same as their peers. However, practitioners have not fully explored how children can develop a deeper understanding of what makes them unique and have more visual representation of the different cultures of the children who attend.

- The manager uses systems such as staff supervision sessions and monitoring to enable her to identify areas where she can support her team. Practitioners receive support to gain their qualifications. They also have access to a range of online training. This ensures that the curriculum is implemented to a good standard.
- Children benefit from healthy and nutritious meals and snacks. Children have daily access to outdoor space, where they can move in different ways to strengthen their muscles and build their coordination skills. Additionally, children enjoy weekly football sessions with external teachers to help develop their physical skills.
- Practitioners have good partnerships with parents. They understand the importance of working collaboratively to support children's learning and development. Parents speak highly of the nursery and say that communication about their children's development is good.
- Children have access to resources that help them to develop a sense of belonging, such as placemats and family books. However, practitioners do not always ensure that new children have these resources ready when they join the nursery, to support their emotional well-being and security.
- Children are encouraged to be independent throughout the day. Children are confident to choose their own resources and meet their own personal needs, such as toileting, feeding and getting themselves dressed in their coats and shoes. This supports children to develop the skills needed in later life.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider how children's home cultures and backgrounds can be further promoted in all areas of the environment to value children's differences and enhance their sense of uniqueness
- support practitioners to plan and organise resources provided for new children more effectively, to further promote their sense of belonging and emotional security.

Setting details

Unique reference number	2611317
Local authority	Bexley
Inspection number	10278144
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	16
Name of registered person	Fabulous Tots Limited
Registered person unique reference number	RP906462
Telephone number	07878554042
Date of previous inspection	12 January 2023

Information about this early years setting

Easy Peasy Nursery and Daycare registered in 2020. It is situated in Erith, in the London Borough of Bexley. The nursery is open all year round. It operates Monday to Friday, from 8am to 6pm. The nursery employs four practitioners. The manager and deputy manager hold an appropriate early years qualification at level 3. The nursery provides funded early years education for children aged two and three years.

Information about this inspection

Inspector
Katie Smith

Inspection activities

- The inspector discussed any continued 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.
- 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.
- Children communicated with the inspector during the inspection.
- The inspector talked to practitioners at appropriate times during the inspection and took account of their views.
- 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 nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of practitioners working in the nursery.

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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