

# Inspection of Balloon Day Nursery Ltd

Woolwich Common Community Centre, 17 Leslie Smith Square, London SE18 4DW

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Inspection date: 6 August 2024

<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**

Managers welcome children into the safe and cosy setting with a smile, asking how their mornings have been and taking them through to their rooms to begin their day. Children separate easily from their parents, settling quickly, happy and engaged in their play. Staff use their ambitious curriculum to set up engaging environments that capture children's attention. Children show sustained focus and concentration in their learning.

Staff have high expectations of children and, overall, the behaviour of children is good. Staff are positive role models for children, treating each other with kindness and respect. They recognise that children struggle at times to share and take turns. Staff are consistent in supporting children, reminding them to use 'kind hands' and about the importance of letting others have a turn. Staff are full of praise for children when they demonstrate acts of kindness to others, reinforcing this positive behaviour.

Children with special educational needs and/or disabilities (SEND) and children who are learning English as an additional language are well supported. Staff are quick to identify gaps in children's learning and put referrals in place to access early help. The setting works well in partnership with other agencies involved in children's care, learning and development.

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

- Staff in the setting know their key children well. Children's starting points are accurately recorded and their development tracked. This allows staff to be clear about what children already know and what it is they need to learn next. Children are well prepared for the next stage of their learning.
- Overall, the curriculum for communication and language is well promoted. Staff provide children with a language-rich environment. As babies explore a basket of sensory items, staff name the objects the babies pull out, demonstrating how to use them and encouraging them to repeat back single words. Staff provide a narrative to children's play, and children begin to give meaning to pictures they draw or creations they make. However, staff can be overzealous in their questioning of children, forgetting to give them time to process and recall what is being asked before asking further questions.
- Staff promote children's independence. Even the youngest babies develop skills of independence as they grow in confidence in their abilities. Babies have choice over what they would like during snack, pointing to bowls filled with apples, oranges or bananas. In pre-school, children eagerly set place mats out on the table ready for lunch, making sure everyone has cutlery and a cup at their place. Children pour their own drinks and serve their own portions of rice and chicken,

declaring them 'yummy' and going back for second and third helpings.

- At the present time, the toddler and pre-school children are together for the quieter summer months. During this time, the lunchtime arrangements do not meet the needs of all children. The children are seated too closely together, meaning drinks are knocked over as children try to reach serving bowls, and the atmosphere can be chaotic.
- Staff are extremely enthusiastic in their engagement with children. They facilitate children's games, encouraging them to begin to learn to play alongside each other. Staff get down on the floor with children as they pretend to be sleeping dinosaurs and roar with enthusiasm when they wake up to stomp around. Children are keen to have staff involved in their play, calling them over to show them what they have done. Children flourish under the praise and encouragement given by staff.
- Partnerships with parents are good. Parents speak extremely positively about the setting. They describe the 'warm and caring nature' of staff and how they feel their children's individual needs are met. Parents feel well informed about what their children are currently learning and how they can further support this at home.
- Staff in the setting feel well supported by managers. They describe the effective mentoring they receive, the opportunities for further training, and the incentives and rewards that make them feel appreciated for the work that they do.

## **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:**

- provide children with opportunities to recall information and answer questions, before asking further questions, to continue to develop children's communication skills
- consider how joint toddler and pre-school lunchtimes are organised during quieter periods to ensure children's individual needs are met.

## Setting details

<b>Unique reference number</b>	2684385
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10350701
<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>	1 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Balloon Day Nursery Limited
<b>Registered person unique reference number</b>	RP537300
<b>Telephone number</b>	02083165655
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Balloon Day Nursery registered in 2019 and is based in a community centre in Woolwich, in the London Borough of Greenwich. The setting is open from 7.30am to 6.30pm for 51 weeks of the year. The setting employs 11 members of staff, seven of whom are qualified to level 3 and above. The setting accepts early education funding for eligible children.

## Information about this inspection

### Inspector

Natalie OLeary

## 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 manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff 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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