

# Inspection of Bo Peeps Preschool Ltd

St. Michaels Community Centre, Wrotham Road, WELLING, Kent DA16 1LS

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Inspection date: 25 November 2024

<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**

The welcoming staff team is kind and warm. Children thoroughly enjoy their time at this nurturing pre-school. Staff swiftly settle children into the routines of the day. They encourage all children, including those with special educational needs and/or disabilities (SEND), to join in during circle time and ask questions related to the weather. Staff provide a range of vocabulary, such as 'cold', 'sunny' and 'windy', that helps children to develop their language and understanding well.

Leaders introduce a gradual and tailored settling-in process that focuses on the whole family. Staff consider children's interests well. They encourage children to share how they are feeling and support children to develop their understanding of different emotions. This helps children to manage their feelings and behaviour well. Staff frequently offer specific praise to children. They allow opportunities for children to proudly showcase their work and celebrate children's achievements. Staff act as good role models and remind children of the rules. This helps children to behave well.

Leaders and staff possess a good knowledge about their key children and use their assessments to identify and address gaps in children's learning. Staff demonstrate techniques to children, such as modelling how to use scissors to cut and stick different media onto Christmas tree templates. Children show excitement as they persevere with challenging tasks. This supports children to develop positive attitudes and build on their self-esteem and confidence well. Staff are supportive and kind. They interact well with children and provide support to help children to practise their developing skills well. This helps all children to achieve positive outcomes.

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

- Staff understand how to build on children's existing skills and knowledge well and effectively plan to prepare them for their eventual move on to school.
- Leaders and staff are committed to providing support and equal opportunities for all children. They make timely referrals and work closely with parents and external professionals to address any additional needs children may have. This means that all children, including those with SEND, make positive progress from their starting points in development.
- Staff express that they feel well supported in their roles. Leaders consider staff's views when they evaluate the effectiveness of the provision on offer. Staff's well-being is a priority. Leaders frequently review staff's practice through observations and supervision sessions. Staff receive targeted training and support. This helps to ensure that children access high-quality education and care.

- Staff support children to learn to become independent. They teach children to manage their own self-care. Staff allow children opportunities to make their own choices, such as accessing a range of resources to enhance their learning through play further.
- Staff help children to develop their language and communication well. They support children to develop a love of books. Staff give children time to listen and respond to questions well. Children acquire a range of vocabulary, for example, by accessing a rich variety of activities linked to the core text, such as role play. This prepares children to develop their early literacy skills well.
- Staff plan a wide range of activities that promote the development of children's hand-eye coordination. Children relish in using a variety of media to mark make, which strengthens the small muscles in their hands well. Staff support children to learn to throw and catch balls. Children develop their spatial awareness and jump from low objects in the garden. However, at times, staff do not always encourage children to take risks to further develop their physical skills. For instance, staff do not always provide resources that support children to effectively build on their developing skills, such as pedalling bicycles. This means children stay within their comfort zones and are not encouraged to extend their skills further.
- Staff thread in opportunities through daily routines to support children to develop their understanding of healthy attitudes. They discuss the importance of oral health and the benefits of eating healthy snacks and meals. Staff encourage children to be active and teach them about the benefits of staying fit.
- Generally, staff keep parents informed of what children do during their day. They share updates on their progress with parents during handover at the beginning and end of the day. This means, at times, the information shared is rushed. Methods of communication are not always fully effective for all families. This hinders the consistency of sharing key information between home and the pre-school on occasion.

## 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:**

- plan opportunities for children's physical development that enable them to take appropriate risks and provide greater challenge
- strengthen partnership with parents further by considering how communication can be managed more effectively for all families on an ongoing basis.

## Setting details

<b>Unique reference number</b>	EY543324
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10363772
<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>	28
<b>Number of children on roll</b>	41
<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>	8 January 2019

## Information about this early years setting

Bo Peeps Preschool Ltd registered in 2017 and is situated in the London Borough of Bexley. The pre-school is open for five days a week, during school term time. Sessions are from 9am to midday and from 12.30pm to 3.30pm, as well as full days from 9am to 3.30pm. The pre-school provides government funded childcare. There is a team of seven staff, five of whom hold relevant childcare qualifications.

## Information about this inspection

### Inspector

Honufa Begum

## Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- 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 pre-school.
- Staff spoke to the inspector about how they support children with SEND.
- The nominated individual showed the inspector documentation to demonstrate the suitability of staff.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out joint observations of activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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