

# Bo Peeps Preschool Ltd

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



|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 8 January 2019 |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| Effectiveness of leadership and management                    |                         | Good           | 2        |
| Quality of teaching, learning and assessment                  |                         | Good           | 2        |
| Personal development, behaviour and welfare                   |                         | Good           | 2        |
| Outcomes for children   |                         | Good           | 2        |

## Summary of key findings for parents

### This provision is good

- The manager supports her staff team very well. Staff are well organised and work well as a team. All staff have high expectations of the children in their care and are passionate about improving their outcomes.
- Children are happy, settled and behave very well. Staff skilfully support children to understand what is expected from them.
- Partnerships with parents are effective. Parents speak highly of the pre-school and the helpful staff team. They comment on how happy their children are when they arrive and the good social relationships they build.
- Staff carry out good-quality activities that help children progress well with their learning. For example, they teach children to use their knowledge of letter sounds when writing their name on artwork.
- Children are developing into confident communicators. Staff consistently use simple techniques, such as repeating words, to help children develop their early language skills.
- On occasions, staff miss opportunities to challenge children's critical-thinking skills to the highest level.

## What the setting needs to do to improve further

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

- extend the opportunities for children to be able to think critically to further develop their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed how this affects children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents, staff and children during the inspection and considered their views.
- The inspector looked at a range of documentation, including evidence of staff suitability and training and children's assessment records.
- The inspector discussed how the manager evaluates the nursery and plans for further improvements.

### Inspector

Tracey Murphy

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff keep their safeguarding knowledge up to date and are fully aware of what to do in the event of a concern about a child's safety or well-being. The manager implements effective systems to ensure the safe recruitment and induction of staff. Staff attend regular team meetings and supervision sessions. They have good opportunities to complete training to support their professional development. The manager carefully evaluates the quality of the pre-school. She attends local information sessions to ensure that her understanding of statutory requirements is up to date. Staff implement policies and procedures effectively. The manager regularly monitors the quality of teaching and holds regular meetings to help staff continually improve their knowledge and skills.

### Quality of teaching, learning and assessment is good

The pre-school staff have developed an effective key-person system and know the children's families very well. Teaching is good. Children make good progress from their starting points. Staff plan exciting opportunities to motivate children to reach the next steps in their learning. Staff provide opportunities for children to borrow books, to share with their parents. This helps parents to continue children's learning at home. Children have good opportunities to develop early reading skills. For example, they independently select their names to register their attendance. Children enjoy activities to develop their mathematical skills. For instance, during a play dough activity, staff encourage children to measure the amount of ingredients needed to make the dough. Parents are kept well informed about what happens at pre-school through a variety of ways, such as newsletters and one-to-one meetings.

### Personal development, behaviour and welfare are good

Staff work very well as a team and are good role models to the children. Children's individual needs are well supported. Staff help children to settle into the pre-school. Children arrive confidently and show that they feel safe and secure. Staff encourage children to be independent. Children are respectful and are tolerant of each other. Staff join in conversations with children about their healthy choices at snack time. Children build trusting relationships with staff and are happy and comfortable in their learning environment. Staff effectively teach children about expected behaviour. Children behave well and share and take turns during group activities.

### Outcomes for children are good

Children develop the skills they need to prepare them for future learning and their eventual move on to school. They are given opportunities to develop good independence skills. For example, children are encouraged to put on their coats to play outdoors and their apron when painting at the easel. Children who learn English as an additional language are well supported in their use of new vocabulary. Staff prepare older children well for their move on to school. For example, they learn to identify the initial sounds of words and practise writing their names.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY543324  |
| <b>Local authority</b>                           | Bexley  |
| <b>Inspection number</b>                         | 10089863  |
| <b>Type of provision</b>                         | Sessional day care                                  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                             | Childcare on non-domestic premises                  |
| <b>Age range of children</b>                     | 2 - 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>Date of previous inspection</b>               | Not applicable                                      |
| <b>Telephone number</b>                          | 07935373239   |

Bo Peeps Preschool 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 receives funding for the provision of free early education for two-, three- and four-year-old children. There is a team of nine staff, eight of whom hold relevant childcare qualifications.

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