

Inspection of Blue Pear Day Nursery

Penge Baptist Church, 121 Maple Road, London, Surrey SE20 8LP

Inspection date: 12 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happy to attend nursery. They say goodbye to their parents at the door and the friendly staff warmly greet them. Children of all ages settle quickly into the safe and welcoming environment. They build strong attachments with their key person who is attentive to their needs and knows each child extremely well. For example, young babies confidently explore the environment, they enjoy cuddles and receive reassurance when needed. When babies are hungry or tired, staff respond promptly.

Children demonstrate a positive attitude to learning. They enthusiastically investigate different activities, which increases their confidence to try new things. Pre-school children experiment mixing paint and foam to create fireworks. Toddlers use their imaginations to travel on a make-believe bus together and babies enjoy playing with puppets. Children learn to sing 'hello' in different languages and learn about other cultures. They celebrate different festivals and develop an understanding of what makes them unique. Children understand how to keep themselves safe. They stop, look and listen as they wait to cross the road and know they need to hold an adult's hand. Children know to walk indoors and to tidy away their toys, so not to trip over. They share equipment and wait for their turn. Children behave extremely well.

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

- The managers plan a well-designed curriculum that staff implement. Staff use observations and assessments to monitor children's development. They identify any gaps in learning and address them quickly. All children, including those who require extra help and those in receipt of additional funding, make good progress from their starting points.
- Parents speak very highly of the nursery. They recognise and appreciate the good progress their children make, especially with their language skills. Parents value the excellent communication. Staff share children's routines, developmental progress and next steps. They provide learning packs and books to support children's ongoing learning at home.
- Children are well prepared for their next stage of learning and later move to school. Throughout their time in nursery, staff support children's independence. They learn to manage their personal hygiene, tidy away and put on their coats and shoes.
- Children develop a good understanding of mathematical concepts during play. For example, staff sing number rhymes with babies and toddlers count and sort shells and corks into groups. Older children use scales to learn about heavy and light and sort by colour.
- The managers are enthusiastic about providing high-quality care and education.

They have high expectations for all children's achievements. Staff feel managers support them well. They receive regular supervision and have training opportunities to help increase their knowledge and skill further.

- Staff prioritise children's communication and early literacy. They ask children meaningful questions and engage them in conversations. Staff introduce new vocabulary and help children to increase the number of words they use in a sentence. Children enjoy sharing stories and singing. Some older children recognise the letters and sounds in their names, and staff support them to write their names.
- Staff plan good opportunities for children to develop their physical skills. They have daily trips to the park and weekly sessions with a sports coach. Older children skilfully roll hoops and move between cones. Toddlers thoroughly enjoy jumping in puddles and kicking leaves. Babies crawl to explore the environment and move their bodies to music.
- Staff have a caring and supportive relationship with children. They act as positive role models and give praise and encouragement. Children follow the rules and understand what behaviour staff expect. They use good manners and listen well. However, staff do not always use opportunities to support children to learn about their own feelings and those of others.
- The managers regularly evaluate practice and strive to make further improvements. They keep parents updated with newsletters about changes and events. Parents' views are considered when children move between rooms. However, recently, the managers have not consulted parents about future developments to the overall running of the setting.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their roles and responsibilities to keep children safe. They recognise signs that may indicate a child is at risk of harm and know the procedures to follow if they have concerns. Staff ensure the environment is free from hazards and teach children to keep themselves safe. The managers ensure all staff complete safeguarding training and keep them up to date with any changes at staff meetings. They have a good knowledge of wider safeguarding issues, including 'Prevent' duty guidance. The managers use robust recruitment procedures to ensure all staff are suitable to work with children. They deploy staff to supervise children closely and maintain adult-to-child ratios.

What does the setting need to do to improve?

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

- build on children's awareness of their feelings, and those of others, to help them to describe and manage their emotions

- consult with parents when planning changes for future improvements to the nursery.

Setting details

Unique reference number	2505272
Local authority	Bromley
Inspection number	10191452
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	42
Name of registered person	Blue Pear Day Nursery Limited
Registered person unique reference number	RP537418
Telephone number	07940 202 447
Date of previous inspection	Not applicable

Information about this early years setting

Blue Bear Day Nursery registered in 2018. It is situated in Penge in the London Borough of Bromley. The setting operates all year round. It is open from 8am to 6pm, each weekday. There are 14 staff, including the manager. Of these, 13 hold early years qualifications ranging from level 2 to level 6. The nursery manager holds an early years teacher status qualification. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Helen Craig

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 managers and inspector completed a learning walk. They discussed the curriculum and what they want children to learn.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- Children spoke to the inspector about what they enjoy doing at nursery.
- Discussions took place between the managers and inspector at appropriate times.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021