

Inspection of Bumpsa Daisies Nursery

Overton Pavilion, Overton Park, Overton Road, Sutton SM2 6QT

Inspection date: 10 August 2022

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 are happy and settle quickly when they arrive. They are welcomed by friendly staff who know the children well. Babies show that they feel safe and secure in staff's care. For example, children who are upset or unsettled are comforted with cuddles and reassurance. Children gain good levels of independence. On the day of the inspection, babies were observed to feed themselves using spoons. Older children use water dispensers to help themselves to drinks. Children are energetic and develop their physical skills. Babies safely practise their balance and develop coordination, such as when using the soft-play area. Older children learn how to manage risks as they climb large fixed play equipment in the park.

Children behave well and develop good social skills. They learn how to manage their emotions. Children listen and follow instructions from staff well. They are polite to their friends, such as when they discuss their drawings. Older children make their own choices about their play. This helps them to build confidence in their own abilities and develop skills for the next stage in their learning.

Staff show a good understanding of the curriculum intentions. They plan activities to build on what children already know and what they would like them to achieve. Overall, they provide consistently good-quality interactions to support children's learning. This helps children to make good progress.

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

- Children benefit from outings that widen their knowledge of the world. For example, they visit a care home for older people where they take part in activities with the residents. This helps them to learn to be respectful and considerate of others' needs. In addition, children visit the supermarket and make choices about what to buy. This raises children's understanding of real-life experiences, such as using money. Children use their understanding of letters and sounds and practise linking these to words. For instance, when staff ask them to find items beginning with a letter sound.
- Staff encourage children to develop a love of books. When they read stories, children join in with familiar phrases. This includes bilingual children and those who speak English as an additional language. Staff offer props, such as toy characters from the story, to help children take an active part.
- Children develop their confidence to manage their self-care needs. For example, staff provide babies and toddlers with a step so they can reach the sink to wash their hands. Older children practise dressing and undressing to build their skills and confidence for when they start school.
- Children are mainly curious and engaged learners. Overall, there is a clear

curriculum. This is sequenced well throughout the nursery and incorporates children's evolving interests. This helps children gain the skills and knowledge they need for their future learning, such as school. However, on occasion, staff do not consistently challenge children enough to support their learning and development further.

- In general, staff support children's communication and language well. They introduce new vocabulary to babies, such as 'circle' and 'dirty'. Staff give meaning to children's gestures. For example, confirming by saying, 'yes, your t-shirt is wet' when a child indicated this. However, sometimes, this is not fully consistent. At times, staff do not promote children's communication and language skills as effectively as possible. For example, staff sometimes do not model language so that children hear correctly pronounced words.
- Children benefit from the nursery's effective settling-in procedures when they first start. Staff adapt them to meet children's individual needs. They work closely with parents to gather information about children's interests and needs. Staff use the information effectively, including to identify children's starting points. In addition, they use the information to plan the environment to help children feel welcome and support them as they settle in.
- Partnerships with parents are well established. Parents comment positively about the care the children receive. They receive regular information about their children's development. Staff share with parents about how they can support their children's learning at home. For example, parents support their babies to use a spoon independently.

Safeguarding

The arrangements for safeguarding are effective.

Staff, including designated safeguarding leads, have a secure knowledge of the signs and symptoms of abuse. They know the action to take should they be concerned about a child's welfare. Staff have a good awareness of a range of safeguarding issues, including those relating to the 'Prevent' duty. All staff understand the procedures to follow if they have concerns regarding the conduct of the leaders and colleagues. Robust recruitment procedures check that staff working with children are suitable to do so. Staff complete daily risk assessments to help minimise risks and hazards. These cover the indoor and outside areas of the premises, and outings. This helps to keep children safe.

What does the setting need to do to improve?

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

- support staff to provide more challenge for children when implementing the learning intentions to support children's learning and development even further
- build on staff's awareness of how to promote children's communication skills,

including modelling language, to help children make further progress in their communication and language development.

Setting details

Unique reference number	2536870
Local authority	Sutton
Inspection number	10208595
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	0 to 3
Total number of places	74
Number of children on roll	49
Name of registered person	Bumpsa-Daisies Nursery Ltd
Registered person unique reference number	2536869
Telephone number	
Date of previous inspection	Not applicable

Information about this early years setting

Bumpsa Daisies Nursery re-registered in 2019. It operates in Sutton, in the London Borough of Sutton. The nursery is open Monday to Friday, between 8am and 6pm, all year round. The provider employs 16 staff to work with children. Of these, eight staff hold level 3 qualifications and one staff member holds a level 2 qualification. The provider receives funding to provide free early education to children aged two, three and four.

Information about this inspection

Inspector

Karolina Klepacka

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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed how the curriculum for the nursery is organised.
- The inspector sampled a range of documentation, including suitability checks and staff qualifications.
- The inspector observed the consistency and the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke directly to parents to gain their feedback and took some written comments into consideration.
- The inspector spoke to the manager and members of staff at appropriate times throughout the inspection.

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 2022