

# Inspection of Bellissima Nurseries (Elmers End)

30 St James's Avenue, Beckenham, Kent BR3 4HG

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Inspection date: 6 January 2022

<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**

Children receive warm attention from staff at this inviting nursery. Most children, including those who move between rooms, settle very quickly. Children who become upset respond well to staff's efforts to soothe them. For example, babies snuggle into cuddles and calm down as staff gently rock them. Babies engage with resources that they enjoy. Children develop their curiosity, for example when they explore the properties of ice. Toddlers build on their emerging communication skills. They choose songs and join in with actions. Outdoors, older children sit with their friends and share ideas about what to do next. Pre-school children act out stories that staff read. Children gain a deeper understanding of new words that staff introduce them to as they read. Children are happy and show positive attitudes to learning.

Children who speak another language at home acquire good English speaking skills. They benefit from the visual routines that staff use, to help them understand what will happen next. Children's health is managed well, as staff implement their care plans effectively. Babies quickly develop muscle strength and begin to confidently move around with ease. Pre-school children listen and pay attention to the challenges set during group games outdoors. Children enjoy sport sessions with external tutors. They are well prepared for their next stages in learning.

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

- Leaders are ambitious for children and staff. They work together effectively and agree clear priorities for future development. Staff complete training to develop their professional practice and receive support to gain recognised qualifications. This contributes to the good progress children make in their learning.
- Staff manage the care of babies well. They implement flexible routines that mirror those from home and consistently share positive interactions with babies. For example, staff keep eye contact, talk and sing while changing babies' nappies. Key persons build close relationships with babies from the start. The use of comfort items from home helps babies to feel emotionally secure.
- Staff plan activities using children's interests. They build learning opportunities around core books that children become increasingly familiar with. This helps children to build on what they already know. Very occasionally, staff do not closely consider what children need to learn next as they implement activities.
- Most staff understand how to sequence learning. Babies snuggle onto staff's laps and receive encouragement to lift flaps or point to items while they enjoy and look at books. Older children strengthen their small hand muscles. They manipulate, turn and join tracks when playing with trains. Staff encourage pre-school children to write their names on artwork.
- Staff acknowledge some important religious events and celebrations. Staff share

their home language with children from similar backgrounds and introduce other children to words that they use. However, some children have fewer opportunities to recognise, value and share their languages, culture and traditions.

- Staff help children to develop good physical skills. Babies quickly begin to walk with confidence. Toddlers enjoy pushing trolleys around and running with their friends. Older children move their bodies well, laughing as they slide down cushioned ramps. They use their feet to propel themselves around on wheeled toys.
- Staff support children to look after their bodies from an early stage. Babies recognise their photos on lidded water cups. Older children recognise when they are thirsty and serve themselves at the water station. They climb up steps to reach the sink and wash their hands. Children exercise regularly when they play outdoors in the fresh air.
- Staff speak with children about familiar stories and discuss children's experiences at home. Staff use visual aids, sing with children often, introduce new words during activities and encourage children to act out stories. This helps children, including those who speak another language at home, to develop good communication.
- Children behave well. They listen to and follow instructions and understand the high expectations of staff. Staff encourage children to do things for themselves such as putting on their coats ready for outdoor play. Children who are new to the nursery are eager to help with tasks, such as preparing tables for lunch.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff update their safeguarding knowledge and understand the potential risks posed to children. They know how to respond if a child is at risk of abuse or neglect, including if concerned about the behaviour of a colleague. Leaders work well with relevant agencies to help keep children safe. They review and update the nursery policies. Leaders keep under review and complete risk assessments for the nursery and outings, to help protect children's welfare. Staff implement procedures effectively to keep children safe. They ensure that children enjoy meals that reflect their dietary requirements and manage children's health needs well. Leaders follow safe recruitment guidance. They have appropriate arrangements to check the initial and ongoing suitability of staff.

## **What does the setting need to do to improve?**

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

- enhance teaching skills so that staff fully consider what children need to learn next when they implement activities

- expand opportunities for children to recognise, value and share their languages and backgrounds.

## Setting details

<b>Unique reference number</b>	EY559852
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10190239
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	46
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Bellissima Nurseries Limited
<b>Registered person unique reference number</b>	RP534157
<b>Telephone number</b>	0208 662 6999
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bellissima Nurseries (Elmers End) registered in 2018. It is one of two privately owned nurseries. The nursery opens all year from 7.30am to 6pm, Monday to Friday. The provider receives funding to provide early education for children aged two, three and four years. There are 15 members of staff who work with children. Of these, seven hold qualifications at level 3 and one holds a qualification at level 2. The manager holds a qualification at level 4.

## Information about this inspection

### Inspector

Kareen Jacobs

## Inspection activities

- This was the first routine inspection the nursery 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 her evaluation of the nursery.
- The deputy manager showed the inspector around the nursery and explained how staff support children's learning and development.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- The provider and the deputy manager met with the inspector. Discussions included arrangements for the recruitment and support for staff and safeguarding.
- The inspector reviewed documentation, including evidence of the suitability of staff, relevant policies, and evidence of staff's professional development.
- The inspector considered the views of parents during 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.

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