

Inspection of Bouncy Bees Childcare

Outbuilding Rear 607, Sidcup Road, London SE9 3AG

Inspection date: 12 May 2025

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 of different age groups are able to learn together in this setting. From the moment children arrive, they are met with familiar smiles, warmth and attentiveness from the staff. Children are encouraged to find their name and picture when they arrive to self-register. This helps children enter the nursery with confidence, eager to greet their friends and ready for learning. Children show positive attitudes towards learning.

Staff gauge children's individual readiness for learning and interests when planning activities throughout the day. For example, children can access focus activities as soon as they arrive, while others can initiate their own play first. This helps ensure that learning is effective, and children's overall well-being is supported. All children, including children with special educational needs and/or disabilities (SEND), make good progress.

The curriculum is intentionally created and consistently ambitious. It weaves together children's interests with rich, meaningful learning opportunities that spark curiosity and deepen understanding. Children are excited to see what happens when they pour the vinegar into the volcano. They talk about the lava coming out once the volcano erupted. Leaders are committed to their vision for children to develop effective social and communication skills. Their dedication to inclusion, high-quality early education and continuous improvement is evident. For example, the learning environment is continuously evaluated and adjusted to support the children's needs and interests.

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

- The curriculum reflects a clear understanding of child development and responds dynamically to the children's evolving interests. Staff demonstrate a good knowledge of children's progress and next steps in learning. They understand the needs of children who may need some extra support. Children's learning is visible in their words, their play and their growing confidence.
- Children make choices about what they want to learn, and they develop good social skills. Children share resources and ideas during their play. For instance, they use their imagination to extend their play in the role-play area. Children eagerly share the food they prepared with visitors. Staff set up resources for the children to explore at their own pace. For example, when younger children are no longer interested in the focused activity, they move to the home corner to practise their cutting skills.
- Children have daily access to the outdoors, which plays a big part at the setting. Staff provide children with a variety of learning opportunities outdoors. They go for walks, enjoy outings in the local community and use the setting's outdoor

space to develop their skills in all areas. Children learn about the community they live in.

- Staff support children well in developing their physical skills. Children have opportunities to use swings and slides and balance on equipment. Children learn how to take risks in a safe environment.
- Children's communication and language skills are promoted. Children enjoy listening to stories, and children who have English as an additional language are able to hear some of the words in their own language throughout the day. Staff communicate well with children and introduce them to new words, such as dormant. However, staff do not support children consistently to repeat and use the new words they have learned in their play.
- The staff team has created a culture of reflective practice, where all staff work together to develop their skills and knowledge. They discuss activities they did with their key children. Staff evaluate and share ideas about how to adjust and change activities to support children's next steps. Staff feel well supported, which contributes to their positive levels of well-being. They are positive role models who are enthusiastic and joyful about playing with the children.
- The provider plans opportunities for staff for their continued professional development. Staff work together to identify training relevant for their role and professional growth. For example, managers undertake training for safer recruitment and how to support children with SEND. This has a positive impact on children's safety and learning at the setting.
- Parents comment on the development their children make, especially regarding their independence skills such as using the toilet and getting dressed. They talk positively about the information-sharing and support their children receive. Parents feel valued and involved in their children's learning as they regularly receive updates about their children's development.

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:

- help staff to strengthen their support for children's language skills by encouraging children to use new words as they play.

Setting details

Unique reference number	2716916
Local authority	Greenwich
Inspection number	10392267
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 4
Total number of places	17
Number of children on roll	14
Name of registered person	Bouncy Bees Childcare LTD
Registered person unique reference number	2716917
Telephone number	07421004206
Date of previous inspection	Not applicable

Information about this early years setting

Bouncy Bees Childcare registered on 14th February 2023. The nursery is located in the Royal Borough of Greenwich. It operates all year round, Monday to Friday, from 7.45am to 6pm. The nursery currently employs five members of staff. Of these, one holds a level 5 qualification, two hold level 3 qualifications, one holds a level 2 qualification and one is currently unqualified. Not all staff members work full time, and the staff who are qualified at level 2 or unqualified work under a casual contract.

Information about this inspection

Inspector
Anja Eribake

Inspection activities

- The inspector held discussions with the provider at appropriate times during the inspection to discuss and evaluate the curriculum of the setting.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The provider and the inspector observed and evaluated the staff's practice together at appropriate times during the inspection.
- The inspector looked at relevant documentation, including the staff's suitability to work with children.

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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