

Inspection of Bessborough Community Nursery

1 Bessborough Street, London SW1V 2JD

Inspection date: 31 March 2025

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The team at the nursery cherishes children as individuals. There is a strong commitment to helping all children make good progress. The team prioritises children's happiness and well-being and believes in making learning fun. The interesting and well-designed curriculum helps children gain key life skills, such as confidence, independence and resilience. The nursery aims to give all children the best possible start, with children's care and education being of the highest quality. The nursery is fully inclusive and welcoming to all.

Babies that are new to nursery life soon develop secure bonds with their teachers. When the time comes for babies and toddlers to move up to the next room at nursery, they have lots of opportunities to get to know their new teachers and classroom. This thoughtful approach puts their welfare first and helps them manage the change. Transitions on to school are also carefully planned to support children's emotional well-being.

Toddlers and older children behave very well. The team provides great support to help children self-regulate their emotions. Throughout the day children are busy and having fun. Older children use good manners without prompting. The staff are excellent role models, treating children with care and respect.

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

- Parents find the nursery a supportive and nurturing community. They praise the family atmosphere. Parents told the inspector how they trust the team to care for their children. They describe 'a wonderful team'. Parents find the information, advice and guidance that the team provides invaluable. There are many opportunities for parents to involve themselves in nursery life.
- Interactions between teachers and children are of high quality. Teachers speak clearly, use signing consistently and introduce and repeat new vocabulary to children. They demonstrate activities, such as mixing play dough for the children to copy. This supports children's understanding, speaking and listening skills. Teachers use relevant praise, such as 'good pouring', so that children know what they have done well.
- Children's individuality is respected and blooms at the nursery. Their views, ideas and feelings are taken into account. In the pre-school room children hold planning meetings, with a chair and note-taker, to discuss what resources, songs, stories and activities should be available to them the following week. They articulate their thoughts clearly, and the team listen and act on them.
- Children are encouraged to be brave and develop resilience. Although they are always there to offer a helping hand, teachers do not rush in to help children unnecessarily. They hold back to see if children can solve problems or complete

tasks by themselves. As a result, children become independent and resourceful.

- Children benefit from rich experiences on carefully chosen trips. To celebrate Black History Month the children visited Brixton. They learned about the first Black farmer in Britain and visited their farm shop. Outings support children's developing understanding of the world around them and introduce new experiences, such as riding on the underground.
- There is a lending library at the nursery. Children gain experience of using a library. Furthermore, it provides an opportunity for busy parents to read with their children. Books on child development are also available. These support parenting skills in areas such as behaviour management and toilet training.
- The team ensures that any children that may need extra help are identified early. They work sensitively with parents to ensure that children make the best possible progress. The team use known strategies to develop children's speech and language skills. The team has developed good relationships with specialist agencies to support early intervention.
- There are good opportunities for teachers and apprentices to progress in their careers. The team of staff are supported and valued. They have regular opportunities to meet together. They discuss their work and the children's progress and consider their own practice. Agreed targets are set to support their continuous professional development.
- Children develop a love of stories. Older children revisit story books such as 'Dear Zoo' with pleasure. They make masks of the animals sent by the zoo and talk about who will pretend to be each animal, saying 'I will be the giraffe.'

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY431839
Local authority	Westminster
Inspection number	10372330
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	60
Number of children on roll	32
Name of registered person	The London Early Years Foundation
Registered person unique reference number	RP901332
Telephone number	020 7828 4343
Date of previous inspection	11 April 2019

Information about this early years setting

Bessborough Community Nursery opened in 2011. The nursery operates from the ground floor of a building used by council departments and national health services in the London Borough of Westminster. The nursery is open Monday to Friday, from 8am to 6pm, and operates for 51 weeks of the year, except for bank holidays. The provider receives funding to provide funded early education for children. There are 18 team members, most of whom hold relevant qualifications, ranging from levels 2 to 6.

Information about this inspection

Inspector

Penny Fisher

Inspection activities

- The inspector and manager went on a learning walk around the nursery and discussed the nursery's curriculum.
- The inspector observed the quality of interactions between teachers and children.
- The inspector, the manager and deputy manager had a meeting to discuss the leadership of the setting.
- The inspector spoke to members of the team throughout the inspection.
- The inspector spoke to parents and children during the inspection.
- The inspector looked at some documentation, including records of adult's suitability.

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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