

Inspection of Bexley Snap Short Breaks

Normandy Children's Centre, Fairford Avenue, Bexleyheath DA7 6QP

Inspection date:

20 August 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Staff continue to offer children with special educational needs and/or disabilities (SEND) high-quality care to support their play and development. They organise the environment safely to enable children to participate in various activities and experiences. This includes outings that allow children to experience opportunities they might not otherwise have. When children express their needs or desires, such as wanting to play with certain equipment, staff respond promptly. This attentive approach makes children happy. Children delight in climbing and jumping in the soft play area. They are motivated to develop essential skills, such as their physical abilities. Staff establish a trusting relationship with children. As a result, children approach staff for cuddles and reassurance. Children show they feel safe and emotionally secure.

Staff establish a strong reputation within the community. They support children and their families from diverse backgrounds. This commitment fosters a warm and inclusive environment where everyone feels welcome. Staff gather relevant information from other professionals and parents regarding each child's developmental needs, as well as their behaviours. This enables staff to provide tailored support that helps children manage their behaviours appropriately. Children demonstrate their understanding of daily routines and strive to follow them to the best of their abilities. Parents express that the services staff offer are invaluable for them and their children.

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

- Leaders maintain high expectations for all children and act with integrity to ensure that each child and their families benefit from attending the setting. They have a deep understanding of the needs of children with SEND and use this knowledge to support children in their care. This is especially evident in the strategies they use to manage children's behaviour, which has a positive impact on children's well-being.
- There is a positive morale among staff, including new staff. Staff express their happiness in the setting and a strong sense of teamwork. They enjoy their work and feel satisfied knowing that parents are happy with their work. This teamwork is especially beneficial when staff address some of children's challenging behaviour. Staff are consistent in their approach and support one another. This creates a positive environment for children.
- Staff report they receive 'amazing' support from their leaders. They complete training in areas, such as safeguarding and behaviour management. Staff have learned how to de-escalate situations, such as when children become upset or tired. This approach ensures that the time children spend in the setting is

positive and meaningful. Over time, children learn to follow instructions, such as 'good sitting' at mealtimes.

- Staff encourage children to play indoors and outdoors and supervise them well. They praise children when attempting to use ride-on toys with assistance and cheer them on. This approach helps to foster children's self-esteem and confidence. In another activity, staff encourage children to explore malleable materials, such as flour. Children show curiosity as they practise their mark-making skills.
- Leaders involve parents to help evaluate the quality of the provision. They are currently reviewing how to include the views of children to help plan activities. Leaders recognise that staff can further improve their interactions with children, particularly during group games, to enhance children's experiences.
- Staff provide children with a, 'Passport' to collect information about their individual needs. They also observe children's play regularly, which helps them support children's emotional security and character development. For instance, staff repeat words that children say, knowing that they enjoy this interaction. Staff promote children's individuality and their unique qualities.
- Staff understand that children need substantial support with personal care tasks. Despite this, they encourage children to manage as many age-appropriate tasks as they can. For instance, staff prompt children to wash their hands before handling food to promote good hygiene. Children follow and gain independence skills.
- Staff collaborate closely with other professionals and parents to support children's care and developmental needs. They share relevant information with parents to ensure consistency in their approach. Parents praise how staff effectively promote their children's social and emotional skills. This strong collaboration positively impacts children, especially during transitions and mealtimes.

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	EY542008
Local authority	Bexley
Inspection number	10398793
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	5 to 11
Total number of places	78
Number of children on roll	78
Name of registered person	Bexley Snap CIO
Registered person unique reference number	RP542007
Telephone number	01322334192
Date of previous inspection	9 November 2019

Information about this early years setting

Bexley Snap Short Breaks registered in 2017 and it is located in the London Borough of Bexley. The setting is open during school holidays from 10am until 3pm and on Saturdays from 9.30am until 4pm. There are 22 staff members, including the manager, who holds a relevant qualification at level 5. Two staff members hold qualified teacher status and nine have early years qualifications, ranging from levels 2 to 5. The setting provides funded places for all eligible children.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- Leaders showed the inspector around the setting and explained how they support children.
- Parents provided verbal feedback, which the inspector took into account.
- The inspector held discussions with leaders and staff at appropriate times throughout the inspection.
- The manager and inspector observed planned activities and evaluated their impact on children's developmental needs.
- The inspector observed interactions between staff and children, inside and outside.

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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