

# Bonding School Nurseries

Unique reference number (URN): 2784524

Address: 65a Cameron Road, Bromley, BR2 9BG

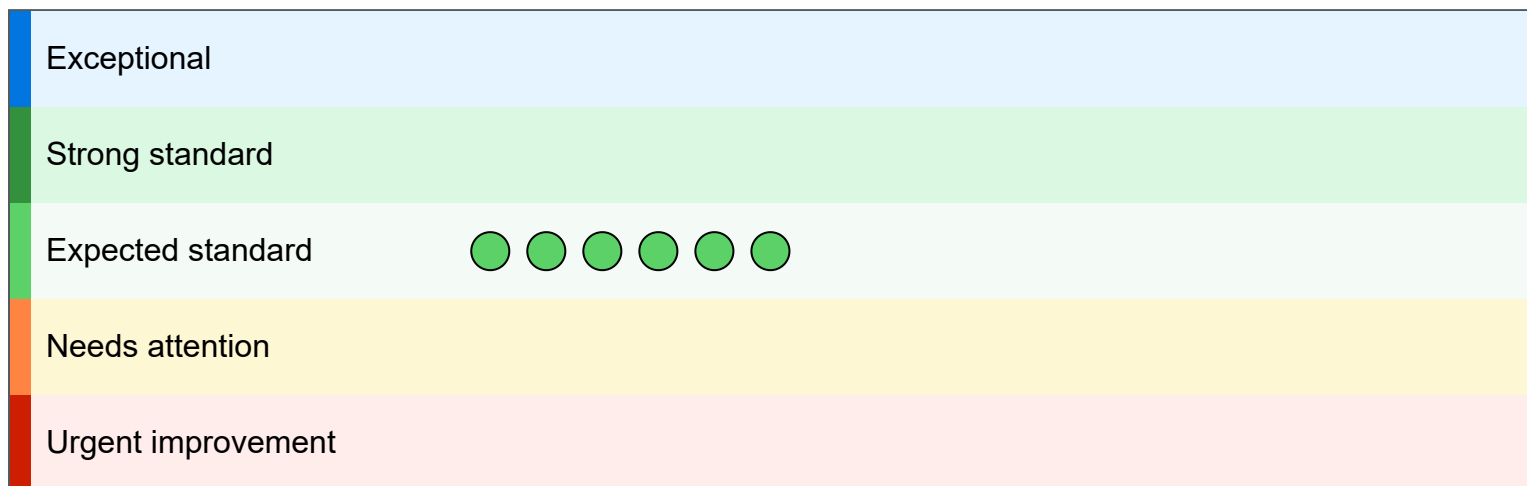
Type: Childcare on non-domestic premises

Registered with Ofsted: 18/04/2024

Registers: EYR

Registered person: Bonding School Nurseries Limited

## Inspection report: 3 June 2026



### ✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

#### How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Achievement

### Expected standard

All children make consistent and secure progress from their starting points and are developing the skills to support their future learning. Children develop increasing confidence and independence. They feed themselves with growing control and manage simple self care routines, including putting on coats and washing their hands prior to meals and snacks.

Children's physical development is promoted well. Older children build strength, coordination and confidence through a range of targeted indoor and outdoor activities. They communicate clearly and develop increasing vocabulary. Children are sociable and respond positively to adults and their peers. They show curiosity and persistence that supports their engagement in learning.

Babies make steady progress and form close emotional connections with staff. However, the quality of their experiences is not always as consistent as that of older children. They explore the resources available to them and show early signs of developing curiosity. As they move around the space, they begin to develop mobility skills such as crawling, pulling to stand and taking early steps.

### Behaviour, attitudes and establishing routines

### Expected standard

Leaders support staff to provide a positive, nurturing environment where children feel secure and ready to engage. Children feel safe and valued as staff support them well and form warm, trusting bonds. Staff offer consistent praise and reassurance, which helps children feel confident and ready to explore. Children are usually familiar with the routines and move through transitions with growing independence, showing that they know what to expect. When the sports coach comes to visit, the children know to sit down on the carpet and eagerly wait for instructions about what to do next. However, leaders have not ensured that the environment and daily routines are consistently organised to meet the needs of babies.

Children take pride in caring for the environment. They help to tidy away resources as they join in singing the 'tidy-up song'. They show pride in their achievements which are acknowledged and praised by staff. Most children remain engaged in their play and, in general, follow the expectations of the setting. Staff model positive behaviour and provide regular reminders, such as using 'kind hands' and walking safely indoors. Children learn to cooperate with each other and staff support them to develop important skills such as taking turns and learning to share.

Leaders and staff work with parents to highlight the importance of regular attendance and punctuality. This helps children to benefit from consistent learning experiences and ensure they benefit as much as possible from their early education.

## Children's welfare and wellbeing

Expected standard 

Staff build warm, secure and trusting relationships with children, enabling them to feel safe, valued and confident within the setting. Positive interactions between staff and children help to promote children's emotional security, confidence and overall wellbeing. Children are encouraged to develop independence through familiar daily routines, such as washing their hands before meals, helping to tidy away resources and putting on their outdoor clothes before playing outside.

Children learn about healthy lifestyles through regular opportunities to enjoy nutritious meals and snacks. Fresh fruit and vegetables are offered daily, and staff promote positive attitudes towards healthy eating through discussion and modelling. Safe eating and sleeping procedures are consistently followed to support children's wellbeing and safety.

Children benefit from regular outdoor play opportunities that support their physical development, confidence and overall wellbeing. In addition, external visitors provide weekly sports coaching and yoga sessions, help children to develop coordination, balance, strength and an understanding of healthy lifestyles.

Staff support children to recognise and manage their emotions through the use of pictorial prompts, discussions and everyday interactions. Children are encouraged to identify how they feel and begin to develop strategies to regulate their emotions appropriately. However, the organisation of routines for babies does not always provide sufficient opportunities for them to be cared for within their own groups. As a result, care is not always fully targeted to their individual needs and developmental stages.

## Curriculum and teaching

Expected standard 

Staff prioritise supporting communication and language across the curriculum for all children. They read stories in a fun, animated way, encouraging older children to share ideas and join in with repeated phrases. Staff use rhymes, songs and rhythmic language to strengthen vocabulary, ensuring children learn a wide range of familiar rhymes. Younger children eagerly join in action songs such as 'sleeping bunnies', repeating key words and hopping with excitement. Staff also introduce early mathematical ideas through counting songs, number language and simple problem solving during everyday routines.

Staff use children's interests to shape curriculum planning so learning feels meaningful and engaging. When children show curiosity about 'community helpers', staff plan purposeful activities, such as pretending to be firefighters during a foam based play activity. Babies benefit from sensory exploration, showing delight as they reach to pop bubbles or explore sand and other tactile materials. Leaders, however, do not always organise the environment and daily routines effectively for babies. At times, babies spend extended periods with older children, which limits opportunities for focused learning experiences specifically tailored to their developmental needs.

Staff consistently nurture children's personal, social and emotional development. Children with special educational needs and/ or disabilities typically receive the targeted support they need to make progress and engage purposefully in their learning.

## **Inclusion**

**Expected standard** 

All children experience an inclusive, welcoming environment where their individual backgrounds, needs and experiences are valued and supported. Staff take time to learn about families and the community they serve, using this knowledge to develop the provision so that every child feels recognised and supported. Close, ongoing partnerships with parents ensure that information is shared effectively and that parents play an active and meaningful role in their children's learning journey.

Leaders are steadily building stronger links with other professionals to enhance support for children with special educational needs and/or disabilities (SEND). As a result, children with SEND are typically well supported and appropriate next steps are identified to promote their ongoing development. Funding is used purposefully, for example, purchasing high quality books to strengthen communication and language, ensuring targeted support has a clear impact on children's progress.

Most of the time, children with SEND are well supported and able to participate fully in daily routines. On occasion, larger group activities do not focus closely enough on their individual developmental needs. However, staff generally adapt practice effectively so that all children benefit from an inclusive and thoughtfully planned learning environment.

## **Leadership and governance**

**Expected standard** 

Leaders are committed to providing an inclusive and nurturing environment where children's care, learning and development is promoted. They have a clear understanding of the families they support and take positive steps to meet the needs of all children, including those who may have barriers to their learning. However, leaders have not ensured that the environment and daily routines are consistently organised to meet the needs of babies. Consequently, babies do not always receive experiences that are fully tailored to their individual developmental needs. Children benefit from a range of enjoyable experiences, including visits within the local community and opportunities provided by external visitors. This helps them to broaden their knowledge, skills and understanding of the world around them.

Leaders establish supportive partnerships with parents and are starting to build closer links with other professionals to support children's care and learning. Staff enjoy working at the setting and feel valued as members of the team. Leaders support staff to achieve relevant qualifications and complete mandatory training, helping to ensure children remain safe and well cared for. Leaders have worked to strengthen key-person arrangements and improve the identification of next steps in children's learning.

However, leaders do not place sufficient emphasis on providing staff with professional development opportunities that are sharply focused on raising the quality of education. Training is not always targeted to develop staff's teaching practice and as a result, staff do not consistently receive the guidance needed to help all children make the best possible progress from their starting points.

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## What it's like to be a child at this setting

Children are welcomed into this nurturing setting where staff greet them warmly and help them feel settled from the moment they arrive. Staff know children well and build close, trusting relationships that help them feel safe and confident. Babies form close attachments with their key person, often seeking cuddles and reassurance before engaging in play. This sensitive approach helps them feel secure and ready to explore at their own pace.

Children enjoy being part of an inclusive setting with a strong community feel. They play sociably, showing care and consideration for one another as they share resources and include others in their games. Staff work closely with parents to promote good attendance, helping families understand how regular routines support children's learning and wellbeing.

Stories, rhymes and songs are given high priority. Staff read in an animated way, capturing children's interest and encouraging them to join in with repeated phrases. Children delight in familiar rhymes and enjoy singing sessions that support their communication and language development. Staff also introduce early mathematical ideas through counting songs, number language and simple problem-solving during play.

Children benefit from a varied range of play opportunities, particularly outdoors. They enjoy exploring the outdoor space, developing physical skills and confidence as they climb, balance and use wheeled toys. Additional visits and experiences help children learn new skills and support their physical wellbeing such as learning ball skills and practising yoga. Staff use children's interests to shape activities, and these typically link closely to children's next steps, helping them build on what they already know.

The setting is committed to inclusion, and overall, children with special educational needs and/or disabilities receive the targeted support they need to make progress. Children typically achieve well and show curiosity, enthusiasm and a growing sense of independence. They are well prepared for the next stages in their learning, such as starting school.

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## Next steps

- Leaders should provide more targeted professional development opportunities to develop staff's confidence in delivering the curriculum to support all children's learning and development further.
  - Leaders should review the organisation of the environment for babies to ensure it fully supports their ongoing learning and development.
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## About this inspection

The inspector spoke with leaders, staff, those responsible for safeguarding and special educational needs, parents and carers and children 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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### Inspector:

Laura Brewer

## About this setting

**Unique reference number (URN):** 2784524

### Address:

65a Cameron Road  
Bromley  
BR2 9BG

**Type:** Childcare on non-domestic premises

**Registration date:** 18/04/2024

**Registered person:** Bonding School Nurseries Limited

**Register(s):** EYR

**Operating hours:** Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 18:00

**Local authority:** Bromley

## Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 3 June 2026

# Children numbers

## Age range of children at the time of inspection

1 to 4

## Total number of places

28

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## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

### Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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