

# The Bees Knees

Inspection report for early years provision

---

<b>Unique reference number</b>	EY260405
<b>Inspection date</b>	02/12/2009
<b>Inspector</b>	Sheena Bankier

<b>Setting address</b>	97 Connaught Road, Reading, Berkshire, RG30 2UE
------------------------	---

<b>Telephone number</b>	01189 590364
<b>Email</b>	mail@kingsclere-nurseries.co.uk
<b>Type of setting</b>	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

The Bees Knees nursery has been offering childcare for over 30 years. From 2003 the nursery has become part of the Complete Childcare and Kingsclere Nurseries Ltd organisation. The Bees Knees is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for a maximum of 43 children. The nursery is open all year round except bank holidays and a week at Christmas. The daily hours of operation are 7.30am to 6pm and a variety of sessions are offered. The nursery is situated in West Reading and operates from a converted three storey premises. The nursery has a secure garden to the rear of the building.

The Bees Knees currently has 41 children on roll. Children attend from the local area. The nursery is able to support children with special needs but has restrictions, due to the nature of the premises. The nursery supports children who speak English as an additional language.

There are a total of 11 staff working at the nursery. Seven staff hold suitable childcare qualifications. Four staff are working towards obtaining a suitable childcare qualification or furthering the qualifications they already hold. The nursery also employs a cook and maintenance staff.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The nursery identifies most of its strengths and weaknesses. The nursery uses sufficient self-evaluation to make some steady improvements. The manager has a clear vision for the future development of the nursery and provides sound leadership. Some aspects of staff practice are good, although at times, there is a lack of general organisation and consistency. Children enjoy and benefit from a good range of play experiences and activities, however, planning for individuals is not always consistent. Staff and the nursery manager have effective communication with parents. The nursery recognises the importance of good partnerships to promote children's learning and welfare outcomes.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- review staffing arrangements to enable them to be organised to ensure the children's safety and to meet the needs of the children
- review hygiene procedures to ensure children's wellbeing and good health
- gain clear information relating to children's individual needs, such as, culture, religion, language, special needs and make records of these to ensure staff have access to information to increase their understanding of these needs and to support them in fully meeting and valuing diversity in individuals

- develop consistent observations and assessments of each child's achievements, interests and learning styles and use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

## **The effectiveness of leadership and management of the early years provision**

All staff have undertaken safeguarding training. Staff demonstrate suitable understanding of the nursery policy and procedure. Staff understand how to protect themselves from allegations, although on occasions staff may be alone with children for a short time due to the deployment of staff. Staff are aware of providing supervision to children to safeguard them when visitors are present, for example, if children come in to use the toilet by themselves staff monitor children through the windows. However, at these occasional times supervision is not direct by staff to ensure the thorough safeguarding of children. Comprehensive risk assessments are in place and cover the premises, outings and emergencies. Staff demonstrate sound understanding of emergency procedures, such as, evacuation from all areas of the premises.

Weekly team meetings are supporting the nursery in reviewing and reflecting their practice as a team. This enables the staff team to work together to drive appropriate continuous improvement. The manager spends time 'hands on' in the nursery and undertakes some observations of the staff practice. This enables the nursery to make realistic progress in promoting improvements. Procedures are on display in all areas of the nursery and staff undertake some relevant training. However, staff do not always consistently follow procedures or good practice, for example, at times after wiping children's noses staff do not always wash their hands or have access to suitable alternatives to cleanse their hands when they are unable to leave the children. As a result, this potentially spreads infection to other children. Informal processes gather information from parents about children's individual needs, although very few records of these needs are in place. Staff demonstrate some awareness and understanding of children's individual needs. However, staff lack effective information to enable them to fully meet and value diversity in individuals.

Good information is available to parents about the nursery. They receive a handbook outlining general information including policies and procedures. Notice boards around all areas of the nursery ensure parents have very accessible information, such as, events at the nursery, illnesses and policies. Information about safeguarding is available to parents through the policy supplied to them and clear information on display. This ensures parents understand the nurseries responsibilities to safeguard children. Parents receive good information about the activities their children participate in through the many photographs on display. The nursery provides daily feedback through verbal discussions and written daily diaries. This ensures parents are well informed. The nursery promotes strong home links with the use of 'weekend' books for parents and children to complete with activities or events undertaken at home. The nursery uses these well to encourage children's communication and to develop their knowledge and

understanding of the families and children. Positive partnerships with schools encourage smooth transitions when children leave to attend full time education. The nursery demonstrates they have a good understanding of working closely with outside professionals to ensure consistency and continuity in meeting children's needs.

## **The quality and standards of the early years provision and outcomes for children**

Children benefit from the bright inviting environment with lots of photographs and children's own work on display. This encourages a good sense of belonging at the nursery, along with the self-registration systems in the older age group. This also supports children's recognition of their names. Children develop stable relationships with staff. Staff overall provide consistent warm care and attention to children. This enables children to feel suitably secure and at ease. Staff understand some of the children's needs and in the older age group incorporate the celebrating of some festivals and religious events that reflect the children and families. However, information is informal about children's backgrounds and therefore reduces the ability of staff to fully promote an inclusive approach. Resources at the nursery provide good images of the wider world to raise children's awareness of people different to them.

Staff manage children's behaviour mainly positively and consistently. This enables children to develop understanding of behaviour expectations. Children are developing their understanding of the needs of their peers and the boundaries in place. Staff praise and encourage children with gestures, words and actions, such as clapping. This securely supports children's self-esteem and confidence. Children develop appropriate independence through making choices from the activities and toys on offer and putting on their own shoes and coats. Staff who work with the babies and young toddlers demonstrate a good understanding of recognising babies requests, such as, when finishing reading a book to the children, they make a sad noise, the member of staff recognises this and says 'we'll get some more books' and the children greet this with delight.

Children enjoy creative activities and staff take into account their choices and decisions well, for example, children decide how many trays they will need, what colour paint and what resources to use for printing pictures. Children spend time concentrating well and the older children paint recognisable faces and use their emergent writing to form some letters of their names correctly. Children mark make and develop understanding of writing for a purpose as they pretend to write down requests on notebooks. The younger children enjoy exploring and investigating heuristic play resources. They develop understanding of capacity as they fill up bowls or boxes with smaller items. Children develop their senses through touch, sight and hearing as they feel items, observe them and create noises with them.

Home cooked food provides healthy balanced meals at the nursery. These offer a variety of foods to encourage children to widen their tastes. Children make 'healthy eating' plates of foods they enjoy, these are on display along with pictures of

healthy options. This extends and underpins children's understanding of healthy choices. Photo boards of nose blowing and hand washing support children's understanding of self care well in the older age rooms. Routines support the younger children in developing understanding of taking care of themselves, such as, using a face cloth to clean their hands before eating. All children benefit from using the large, well equipped garden. The play equipment enables children to develop their physical skills and different size equipment ensures it meets the needs of the children attending. Babies benefit from fresh air and observe the mobile children at play, sitting on play mats to enjoy the outdoors. The young mobile toddlers extend their skills through crawling up and down the stairs under staff supervision to get to the outdoor area safely. Babies sleep according to their needs. Cots have information relating to babies sleeping position and needs for comforters. This enables children to have their needs met and promotes babies' feelings of being content and secure at the nursery. Children therefore adopt healthy lifestyles well. The teddies unit children all share the same room for sleeping after lunch and staff help to settle the children. However, the children's behaviour and staff management of this is not always conducive to relaxing and sleeping.

Some staff demonstrate a good understanding of supporting and extending children's learning. They ask good questions and use everyday events to support children's understanding, for example, of problem solving, reasoning and numeracy. Staff use everyday events to promote children's counting and subtraction skills, such as, at snack time. This enables children to learn and make appropriate progress in relation to their abilities and starting points. Planning is at times inconsistent for the individual children. Staff do not always securely track development or identify children's next steps of learning. Where summaries of progress are in place, the next steps of learning lack links with further planning for children's learning and progress, for example, in the weekly plans. Staff demonstrate they recognise children's needs for further support in their learning and development, however, this is not securely planned for. As a result, this impacts on children reaching their full potential and the secure development of skills for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----