



## **The Bees Knees**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY260405
<b>Inspection date</b>	05 October 2005
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

The Bees Knees opened over 30 years ago and has been operating under its current owner, as part of the Kingsclere Nursery chain, since October 2002. The nursery operates from a large semi detached Victorian house on three floors. There is a secure garden to the rear of the building.

The nursery is situated to the West of Reading within walking distance of the town centre. The intake of children reflects the working community within Reading.

There are currently 57 children from 3 months to 5 years on roll. This includes 21 funded children. The group are open all year round except bank holidays and a week at Christmas. Sessions are from 7.30 to 18.00. Children may attend on a full or part time basis.

The nursery supports children with English as an additional language and with special needs, but there are some physical restrictions, due to the nature of the premises.

There are 12 staff currently working across the age groups, over half of whom hold a suitable childcare qualification. The nursery also employs a cook and maintenance staff.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children thrive because staff follow policies and procedures effectively to meet the children's physical, nutritional and health needs. Children are confident and demonstrate increasing independence in their personal care, staff promote children's understanding of good hygiene through best practice.

Children explore, test and develop physical control in daily indoor and outdoor experiences. Staff have a keen knowledge of Birth to Three Matters. Their excellent understanding of each stage of development means the youngest children are confident to try out new skills, ask for help when needed and set their own limits within the safe environment. Older children enjoy physical exercise, participate enthusiastically in free play, and take part confidently in organised activities such as movement sessions. Opportunities to increase control and co-ordination are available daily through the variety of activities on offer. Children are beginning to recognise the needs of their bodies, for example they decide when they are ready for a snack and drink. Children show independence in self-care skills, such as changing shoes for boots for outdoor play, staff are on hand to offer support thereby ensuring all children progress and achieve in their chosen tasks.

Children begin to understand the benefits of a healthy diet. Staff take account of parent's wishes and the children's preferences to provide nutritious meals and snacks that appeal to children and meet their dietary requirements.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are secure within the environment and staff follow effective procedures to keep children safe, for example recording the time of children's arrival and departure and ensuring staff are in attendance by the entrance at these times. Children demonstrate a growing understanding of keeping themselves safe and are clear about the expectations of staff. Children know they do not run inside during the

session, staff re-enforce rules using gentle reminders.

Children access clean, age appropriate and appealing equipment and activities, which provide many opportunities for them to explore and investigate in a secure and challenging environment. Staff have a clear understanding of how to achieve a balance between freedom and setting safe limits, and of how to involve children in organising the environment, this allows all children to take 'risks' and develop strategies to protect themselves from harm. Regular communication with parents contributes to children's safety. Staff protect children because they clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the nursery and settle quickly to their chosen tasks. They arrive happy and eager to participate and are beginning to demonstrate developing concentration skills. Children are beginning to achieve because staff have a sound understanding of early years guidance, such as the Birth to Three Matters and the Curriculum guidance for the Foundation Stage, and they recognise children's needs on an individual basis.

Children are secure and confident. Those who are new settle quickly through help from staff who are sensitive to their individual needs. All children make good progress because staff recognise the uniqueness of each child. Caring relationships increase children's sense of trust and help them develop their individuality. Children begin to make sense of the world, express their ideas and communicate effectively as they take part in the activities on offer.

### **Nursery education**

The quality of teaching and learning is satisfactory. Children are keen to participate in the activities. Staff ask questions to help the children think and children engage easily in conversations in small and large groups. Children participate in story time and are beginning to predict some of the text, for example, in the Gingerbread man story tape. Children enjoy books when reading alone and to share with others. The setting is able to support children with special educational needs and those with English as an additional language.

Planning by the staff provides a balance of adult and child led activities to allow the children to develop at their own pace. Staff are perceptive to children's interests and extend their language and thinking skills successfully through questioning and dialogue. All staff are involved in observation, monitoring and recording of children's achievements and give consideration to evaluation practices to help improve the quality of teaching and inform future planning. Staff are currently identifying and developing all areas of learning through everyday outdoor activities, they do not give enough consideration to the provision of resources to support and extend children's development across all areas of learning. Most children are able to name simple shapes, colours and numbers and are beginning to develop problem-solving skills.

However, staff do not effectively recognise opportunities to develop children's mathematical skills through everyday activities and events.

Children enjoy using malleable materials and have a range of media to explore texture and colour. Staff value their creative efforts. Most children are able to use small tools and equipment with confidence and with increasing control. They access pens, pencils, paintbrushes, construction toys and scissors regularly. Staff offer appropriate support to ensure all children have opportunities to develop skills to use these types of equipment. Children are inquisitive about their surroundings, use everyday technology confidently and wonder at changes they observe daily such as the changing weather.

### **Helping children make a positive contribution**

The provision is satisfactory.

All children are welcomed and play a full part in the nursery because staff value and respect their differences, individuality and family context. Children are learning what is acceptable behaviour through the staffs consistent boundaries and positive attitude in handling challenging behaviour sensitively. Children respond to staff's request to tidy away and to respect the equipment and one another. Children increase their understanding of right from wrong and respond quickly to reminders to share and take turns.

Children have good opportunities to learn about themselves, each other, the local community and the wider world through planned activities, posters, and talking about their home life. Staff foster children's spiritual, moral, social and cultural development and children show developing consideration and respect for each other.

Partnership with parents and carers is good and this contributes to the children's well-being at the nursery. Staff discuss the children's achievements and interests with parents, and work hard to provide them with relevant information about the care and education of their children. This ensures staff and parents are effective in providing continuity of care.

### **Organisation**

The organisation is satisfactory.

The children are relaxed and settled in the organised nursery environment. This means they are confident to initiate and extend their own play. Indoor and outdoor space is laid out to provide appropriate play opportunities for the children. Most policies and procedures that contribute to the children's health, safety and well-being are clearly written and regularly reviewed.

Leadership and management is satisfactory. Children benefit from the care and skill of the staff who are effectively inducted and who demonstrate a clear understanding of most nursery policies and procedures. All staff are committed to improving and developing their skills to further children's progress.

Overall, the setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Staff have made effective progress in how they manage the children's behaviour. They are consistently expressing their expectations and sensitively reinforce boundaries throughout the session. Staff praise children frequently to promote positive behaviour and help children distinguish between right and wrong.

Staff care for children in a welcoming, secure and safe, indoor and outdoor environment. Staff complete regular risk assessments and each area has its own written risk assessment. This is on display and staff follow procedures to ensure children are safe at all times.

### **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure there are effective procedures in place for recording the presence of all persons on the premises
- devise a procedure to be followed in the event of an allegation being made against a member of staff or volunteer

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide opportunities for older and more able children to develop their mathematical skills in everyday situations and for purposes relevant to play.

- ensure resources accessible to the older children, are relevant, and promote learning opportunities in all areas

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