

# Mr Bee's - Family Centre

Inspection report for early years provision

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**Unique reference number**

EY318720

**Inspection date**

23/03/2011

**Inspector**

Sue Rogers

**Setting address**

Springwood High School, Queensway, King's Lynn, Norfolk,  
PE30 4AW

**Telephone number**

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**Type of setting**

Childcare on non-domestic premises

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## 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.

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## **Description of the setting**

Mr Bee's is run by a board of trustees and has charitable status. The setting opened on this site in 2006 and operates from purpose built facilities situated within the grounds of Springwood High School in Kings Lynn, Norfolk. All children have access to safe and secure outdoor play areas.

The setting opens Monday to Friday, all year round. Sessions are from 7am until 6pm. A maximum of 40 children aged from two to eight years may attend the setting at any one time. It currently admits children aged from two to 11 years. There are 183 children on roll, of whom 40 are in the early years age group. It receives funding for early education places. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

The nursery employs nine members of staff including the manager. Of these, all hold appropriate early years qualifications. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Children make good progress in this warm and caring environment where they are well supported by dedicated and enthusiastic staff. Partnerships with parents and carers are effective as their opinions are valued and they are included in their child's education and care. Documentation, policies and procedures are well presented and serve to protect the children being cared for. Children who speak English as additional language are included in activities as there are effective strategies in place to ensure they are well supported. The setting has improved since the last inspection and demonstrates a good capacity for further improvement.

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

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

- improve the use of the outdoor environment to provide a range of activities.

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

Children are well safeguarded as all staff have attended child protection training. The strong management structure supports staff if they have concerns over a child's care. Policies and procedures are effective in protecting children, are regularly reviewed and reflect the needs of the children that attend the setting. Staff recruitment is thorough and ensures that all staff are suitable and vetted for

their roles. Risk assessments are completed annually and, together with daily checks of the premises, protect children's well-being effectively. Children are well supervised during their activities, enabling them to enjoy challenges and protecting them from harm. This helps children gain an awareness of their own abilities and safety. Collection procedures for those children attending after school are well organised and ensure their safety. All activities are well suited to the ages and abilities of the children that attend.

A cohesive staff team work well together and are well supported in their role through the strong management structure. They are further supported through training and professional development opportunities. Staff training is monitored well through an appraisal system, which ensures that all staff complete statutory training. Children who speak English as an additional language are supported effectively through essential vocabulary techniques and close partnerships with parents. Parents are encouraged to become actively involved in their child's care and education. Regular newsletters, an informative notice board and communication diaries provide further detail of children's individual progress and foster strong links. The indoor environment is used creatively to provide stimulating experiences for children where they learn and explore freely, less so the outdoor area. There is a good range of resources that positively reflect different cultures and which are accessible to all.

Parents, children and other agencies are consulted during the self-evaluation process, as further improvements to the setting are driven forward using all available data and opinions. There are effective strategies in place to support the needs of children with special educational needs and/or disabilities, which include sensitive liaisons with outside agencies and other settings. Close relationships with local schools positively promote children's transitions as they move into mainstream school, ensuring good continuity of care for all children.

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

Children make good progress in a homely and friendly setting. They demonstrate their maturity by being kind and considerate to each and recognising other's needs as they play. Children grow towards independence as they access their own drinks of water, serve themselves at mealtimes and help to clear away their plates and cutlery when they have finished their meals and snacks. Most of the children are developing positive friendships with each other, and they recognise that good cooperation enhances their enjoyment during play. Children who are new to the setting are sensitively supported by staff, who provide one-to-one support and reassurance.

Children's individual learning records are well documented, record children's development against individual areas of learning and are used to inform planning for their individual needs. These assessments are very accessible and are shared with children, which promotes opportunities for their language development. Parents' own comments and assessments of their child's achievements are frequently included in the assessment systems. The use of popular resources, such

as a stuffed bear called Barnaby, further encourages parental involvement in their child's learning. Children are encouraged to discuss aspects of their home life and travels as the bear returns home with individual children and their activities are recorded. Children's language skills are progressing well as they discuss their play activities with staff and each other. They sing along to recordings of familiar songs while coordinating dance movements to the music. They develop an understanding of calculation as they use number for a purpose, such as counting items and people as they play.

Effective planning and children's easy access to all activities ensure their individual interests are considered. Children have opportunities to learn about the world around them as they explore the school grounds and benefit from specialised activities that allow them to come in close contact with exotic reptiles and insects. They become aware of sustainability issues as they use recycled packaging to create three dimensional models and engage in discussion with staff. Children freely paint images of their own choosing and use a variety of tactile materials to explore volume and texture. Their behaviour is good and they show responsibility for their environment by tidying away toys and resources at the end of the session.

Staff are skilled at developing their own resources and provide a range of learning materials that encourage children to appreciate their environment and others. Healthy snacks and meals promote children's awareness of nutrition, and staff ensure they understand good hygiene routines. Children practise fire drills and are encouraged to take responsibility for their own safety by listening to staff and moving around sensibly. Children have regular access to the outdoors and access this area when they choose. However, this area is not currently used to its full potential and does not include a full range of activities. Overall, children are acquiring good 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> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| 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 | 2 |
|--|---|

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

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

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## **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