

# Bees Knees Nursery School

Inspection report for early years provision

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<b>Unique reference number</b>	123075
<b>Inspection date</b>	17/10/2011
<b>Inspector</b>	Susan McCourt

<b>Setting address</b>	12 Priory Lane, Brookside Community Hall, Putney, London, SW15 5PQ
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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**

Bee Knees Nursery School opened in 1990. It operates from Brookside Community Hall, located in the Roehampton area of Wandsworth. The owner of the nursery also operates another setting. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is registered to care for a maximum of 33 children at any one time and there are currently 26 children in the early years age range on roll; this includes 13 funded three and four year olds. Children may attend a variety of sessions. The nursery currently supports children who speak English as an additional language and those with special educational needs and/or disabilities.

The nursery opens five days a week during school terms. Sessions are from 9.20am to 12.30pm Monday to Friday. On Tuesday and Thursday children over the age of three can attend full day sessions from 9.20am-3pm. The provision provides various dance, karate, music, sport and drama sessions for children on a weekly basis.

There are eight staff work directly with the children, of these five hold childcare or teaching qualifications and of these, three also have the Montessori qualification.

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

Overall the quality of the provision is good.

The nursery provides effective care for children and staff build warm and affectionate relationships with children and their families. Children's progress through the Early Years Foundation Stage is good and the routine generally meets children's needs. The owner and manager provide strong leadership for the staff. Overall, policies and procedures are thorough. The staff team continually reflect on their practice and follow the guiding principles of the Foundation Stage and Montessori methods. Their capacity for continuous improvement is good.

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

To meet the specific requirements of the EYFS, the registered person must:

- keep written records of all medicines administered to children, and inform parents
- 19/10/2011

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

- increase the use of open questions in child-led play to support children's

- communication and independence
- improve the organisation of snack times to give children independence and opportunities to be social.

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

Safeguarding has a high priority in the nursery and all staff and the visiting teachers are checked for their suitability. Policies and procedures for child protection are detailed and all staff are aware of their duties and responsibilities. The risk assessments cover everything with which a child would come into contact and are regularly reviewed. Other documentation which underpins children's welfare is well maintained and kept confidential. However, the nursery does not make a record of administered medication, which is a breach of requirement under the Early Years Register. The staff team have worked together for many years and work very consistently to provide cohesive care for children. They all have the child's individuality at the forefront of what they do and reflect on their practice on a daily basis. This leads to constant updates and reviews of the planning and recording systems to suit the different children and their learning and development needs. For example, different groups of children have different learning styles, and the staff will adapt the curriculum to ensure there are no achievement gaps. The self-evaluation process identifies areas for improvement and staff work diligently to meet the targets set. Resources are used very effectively to ensure that children always have an interesting range of activities to choose from. Staff are alongside the children at all times to support their learning. The toys, books and equipment reflect the wider world, so children can learn about cultures other than their own. Staff also act as good role models and children learn to respect each other as a result.

Parents are very appreciative of the warm and caring nature of the staff. Parents meet with the key person on a half-termly basis to discuss updates of their child's progress and share what they are seeing at home. This gives the key person a rounded view of the child and enables the parent to support the curriculum. Parents can also stay at the group to help and can take part in the regular outings and other events through the year. For example, the nursery runs art mornings, where parents and children can be creative together. Policies and procedures are always available for viewing and notice boards hold a variety of essential information about the nursery. The nursery works with several receiving schools and provides information about the child's achievements to support a smooth transition to school. Staff also work effectively with parents and other professionals to address any additional needs a child may have which supports consistent care.

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

Children enjoy exploring the learning environment and choose from an interesting range of activities. In the morning session they have time to build imaginative and

investigative play with staff alongside to teach them related concepts such as shape and number. Staff also suggest ideas to extend children's play such as taking the superhero play into the garden where there are more opportunities for movement and rescue stories. This gives children good opportunities to play for lengthy periods which develops their concentration. The morning session also includes small group work with the key person. This adult-led time focuses on teaching in child-friendly ways such as counting children who are hidden, and adding or subtracting by one as children come out from behind the screen. Staff skilfully use this time to provide differentiated teaching to tailor it to each child's stage of development. The afternoon sessions build on child-led play as they can choose the toys and equipment and engage the adults in their own ideas. This gives children opportunities for active learning which builds confidence and social skills. Staff make group times lively and engaging by using puppets and active songs. However at snack times, children sit as a whole group, which hampers their ability to chat with their friends and self-select their food and drinks.

Staff have a very good understanding of the Early Years Foundation Stage and plan a learning environment which covers all areas of the curriculum. Staff make careful observations of children's achievements, note their next steps, and incorporate them immediately into the planning. Staff also observe children's use of the resources in order to shape the next day's learning environment. In this way, children who are interested in dressing up and role play have more opportunities the next day to extend their play and build on the skills they have learned. Staff join children in their play but frequently they lead the conversation which can turn child-led play into adult-led play. This can reduce children's communication and exploratory behaviour.

Children benefit from the warm and caring approach of staff. Staff and children wear their named nursery tabards and aprons with pride which gives them a strong sense of belonging. Children behave in safe ways, such as moving their shoes to the side of the room 'so that no-one bumps into them'. They respond well to staff and can be confident that their needs will be met. Children can take care of their personal hygiene independently and they understand without prompting that they must wash after using the toilet and before eating. Children choose healthy foods to eat with occasionally treats such as biscuits, and know to eat savoury items first at lunch time. They really enjoy the opportunities to run and play active games in the outdoor area, and join in the action songs indoors with gusto. Children make good progress through the Foundation Stage and can mostly be active and confident learners. They enjoy using a variety of technological toys including computers and cameras which gives them good skills for the future. Children are very well-behaved and cooperate in their play, building friendships. They take turns and share without prompting. They enjoy the regular specialist teacher sessions such as those for music and drama, and are very welcoming to visitors.

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