

# Bumble Bees/ Coccinelle

73 Haydons Road, Wimbledon, London, SW19 1HQ

## Inspection date

Previous inspection date

08/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are happy and secure and enjoy their time at the setting.
- The organisation of the nursery provides children with a suitable range of resources both indoors and outside.
- The key person system is effective and staff know their children well and are able to prioritise most children's learning needs.
- The good partnership established with other settings where children also attend enable the nursery to work together to promote children's learning and healthy development.
- The nursery effectively supports children with special educational needs and/or disabilities, helping children catch up with their peers.

### It is not yet good because

- Staff do not always challenge children and develop their language in their play through talking and asking them questions.
- The nursery does not provide parents with information on how they can access more information on the Early Years Foundation Stage. In addition, staff do not give parents ideas of how to support their children's learning at home. This limits parents involvement in their children's learning and development.
- Staff do not track children's progress fully effectively by using current guidance to help them fully identify children's stage of development in order to use this use this

knowledge to help children make further progress.

- The nursery does not have a rigorous self-evaluation system that identifies its strengths and weaknesses effectively to support continual improvement.
- The nursery does not have a rigorous self-evaluation system that identifies its strengths and weaknesses effectively to support continual improvement. Children do not learn effectively about healthy eating because they do not always have choices of different foods or have sufficiently balanced meals .

### **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

### **Inspection activities**

- The inspector spent time in each of the two group rooms.
- The inspector viewed and sampled children's observations and assessments.
- The inspector discussed children's progress with the manager and staff.
- The inspector spoke to a sample of parents and read parent questionnaires, and took their views into account.

### **Inspector**

Janet Williams

## Full Report

### Information about the setting

Bumble Bees/Coccinelle registered in 2011. It is one of two nurseries run by Coccinelle Ltd and was taken over from previous owners. It operates from the ground floor building situated in Wimbledon in the London Borough of Merton. The nursery has one large room split into two main areas and an area for toileting. There is access to a small kitchenette. There is an enclosed area for outdoor play. The nursery is open each weekday from 8.00am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and on the compulsory parts of the Childcare Register. The nursery currently has 30 children on roll, all in the early years age group. The nursery currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language. The nursery receives funding to provide free early education for children aged three and four years old.

The nursery employs six staff members. Most staff have an early years qualification and some are working towards an early years qualification. The nursery receives support from an early years' adviser from the local authority.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programme for communication and language by providing opportunities for children to develop and use their home language in play and learning and by posing challenging questions, such as, 'tell me what you can see'.
- develop a culture of continuous improvement to support self-evaluation that takes into account the views of children, parents and staff.
- Provide parents with details about the Early Years Foundation Stage to involve them more in their children's learning, for example, how they can access more information on the Department for Education website.

#### To further improve the quality of the early years provision the provider should:

- help children learn to eat a healthy range of food stuffs and understand the need for variety in food
- enhance systems for assessment and planning by using current guidance, such as

Development Matters in the Early Years Foundation Stage , to help in tracking children's progress.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff plan purposeful learning opportunities that provide children with a suitable range of activities and experiences across most of the seven areas of learning. Children are making steady progress due to their key person's understanding of their starting points and capabilities. Staff make appropriate observations of children's progress and use these to inform their planning. However, they do not make full use of current guidance to help them establish which developmental band each child is in. As a result planning is not always fully tailored to each child's learning needs. Staff seek information from parents about children's interests and starting points, which helps them plan for children's learning. However, they do not involve parents fully in their learning by informing them about how they can access information about the Early Years Foundation Stage. In addition they do not give parents ideas of how to support their children's learning at home.

Children have good opportunities to explore, be creative and participate in physical play. Children are motivated and want to explore. They enjoy and learn from a range of activities that allow them to explore, investigate and develop their understanding of the world. For example, they use magnifying glasses to look at small creatures. They explore using torches, which they use to make shadows and reflections on the ceiling and walls. Staff encourage children's expressive art and design skills through activities, such as, painting and singing. They have made an imaginary bus using a cardboard box and small chairs for seats, with a ticket box. Children skilfully use a variety of construction equipment and frequently use scissors and glue for cutting and joining. They use a range of small tools, such as pastry cutters, to make shapes with play dough. Children engage in a suitable range of physical activities, such as, manoeuvring sit-and-ride toys and bikes and trikes. The outdoor play area allows them to move around freely and independently. Children develop mathematical skills through singing number rhymes and songs. They count confidently in sequence up to ten and are able to show how old they are using their fingers. Children have, or are learning, appropriate social skills; they know how to share and to be nice to each other. Children enjoy looking at books and handle them well. Children listen attentively to stories and relate to well-known characters. This appropriately supports their literacy skills. However, staff do not fully support children's communication and language development because they do not always ask questions that extend children's thinking and speaking skills. In addition, there is minimal evidence to show that children are able to practise and continue to learn and speak their home language and learn English as an additional language within the setting. This does not fully support their language development.

### The contribution of the early years provision to the well-being of children

Children are happy and feel safe in a caring supportive environment. The warm, trusting relationships they develop with their key worker helps ensure children feel secure. Children behave well, know the boundaries and receive support from their key person. Staff use appropriate behaviour management strategies and children respond well. Staff use circle time as an opportunity for staff to make expectations of behaviour clear and the reasons for rules, which helps children understand why certain behaviour is not acceptable. Staff meet children's individual needs through following and prioritising children's daily routines, such as sleeping patterns and meals. The key person system provides children with special educational needs and/or disabilities with good one-to-one support, which helps them to take part in all activities. Partnership with the children's schools supports continuity for children's care and learning while they also attend the nursery.

Children enjoy their time at the nursery. They have access to a wide range of resources made readily available to them. The organisation of equipment encourages children to make their own choices and develop independence. Resources such as books, dolls, puzzles and small world people avoid stereotyping and reflect diversity.

Regular risk assessment for indoors and outside enables staff to identify and quickly address potential hazards. Children and staff practise the emergency evacuation procedures on a regular basis; this helps children become familiar with the routine in the event of an emergency and how to keep themselves safe. Children move freely between indoors and outdoors. This gives them independent choices, developing their self-esteem and confidence. Children do not have sufficiently healthy and balanced meals. Contract caterers prepare and cook lunch. They provide no choices in the daily menu and on the day of inspection children were only served with rice, a meat sauce and no vegetables. This does not help children learn about making healthy choices. Children do enjoy healthy snacks however. Good daily routines in place promote children's health and hygiene habits. For example, children know they must wash their hands prior to meals and after using the toilet.

Staff work in close partnership where children attend other settings. For example, they frequently communicate with them. They share how they can work together to promote children's learning and healthy development. This sufficiently supports children's transitions from one setting to another.

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

Robust and rigorous procedures are in place for appointing and vetting new staff. This means that suitable, experienced and qualified persons look after children. The management team work together. However, they do not have an effective system in place to identify and address areas for improvement in provision. Regular and effective staff

supervision and appraisal arrangements help management to provide training opportunities. This supports staff's professional development and promotes better outcomes for children. The nursery does not have effective systems in place to evaluate the quality of the provision. Some informal discussion takes place but management and staff do not have strong systems in place to target areas for further development. The views of parents and children are not currently fully sought to help staff monitor the provision. Management and staff work together to make sure that most areas of children's learning are covered by the educational programme. Staff consistently assess children's progress to help them move forward in their learning, although they do not have fully effective systems in place to identify their levels of achievement.

The comprehensive policies and procedures in place reflect the quality of care provided. This safeguards and protects children whilst at the setting. All mandatory documents required for the safe and effective management of the nursery is in place. For example, the recording of staff and children's arrival times, children and parents details and parental permission for outings and treatment in event of emergency. The lead practitioner for safeguarding children has completed a safeguarding training course. She understands the issues around child protection and how to respond to any concerns. Staff are aware of their role and responsibilities and understand the procedures to follow if they have any concerns. This supports children's welfare.

Staff establish suitable partnerships with parents. Some children have attended since a young age and the relationship between parents and staff is strong. The positive feedback received from parents describes staff as caring, friendly and professional. Prior to children starting, staff gather information from parents. This includes knowing children's likes, dislikes, and staff have a satisfactory knowledge of the developmental level children are at when they join the nursery. The appropriate communication with parents keeps them up to date about their child's day and individual progress. This continuously contributes to promoting children's welfare and development. However, parents comment that they are not informed fully about the Early Years Foundation Stage or encouraged to support their children's learning at home. This limits their involvement in their children's learning.

Staff establish good partnerships with the schools children attend that have special educational needs. Staff frequently share information, which contributes to planning children's future development and helps them close any gaps in their development.

## **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY439764
<b>Local authority</b>	Merton
<b>Inspection number</b>	787004

<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Coccinelle Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02085407775

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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