

Bouncing Bees

1 Russells Ride, Cheshunt, WALTHAM CROSS, Hertfordshire, EN8 8TS

Inspection date

Previous inspection date

01/11/2012

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, keen to learn and rapidly growing in self-assurance because of the warm relationships quickly established with staff.
- Children make reasonable progress in their learning and development as staff engage them in an interesting range of hands-on learning experiences.
- Parents are provided with useful information about children's daily progress and what they have enjoyed at the nursery.

It is not yet good because

- Planning is not fully developed to reflect the individual needs of all children attending the nursery.
- A stimulating, well-resourced outdoor environment is not yet fully accessible to the children.
- Self-evaluation has yet to be used to fully monitor all areas of the provision. Targets for development are beginning to be identified; however, improvements have yet to be fully implemented to ensure children benefit from improved practice in all areas.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction.
- The inspector spoke with the staff and held a meeting with the manager.
- The inspector and manager undertook a joint observation of a teaching activity.
The inspector looked at relevant documentation, which included staff qualifications, staff suitability checks, an improvement plan, planning and children's observation and assessment records.

Inspector

Clair Stockings

Full Report

Information about the setting

Bouncing Bees Ltd Nursery and Pre-School was registered in 2012. It operates from a converted building in Waltham Cross in the county of Hertfordshire. Children have access to an enclosed outdoor play area.

The nursery is open each weekday from 7am to 8pm for 51 weeks of the year. Children may stay all day or for either a morning or afternoon session. The after school club is

open each weekday from 3pm until 8pm, and the breakfast club operates each weekday from 7am until 8.30am, during term time. The holiday playscheme operates each weekday from 7am until 8pm during school holidays. There are currently 20 children on roll, 10 of whom are in the early years age group. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 11 members of staff, of whom six hold relevant early years qualifications.

What the setting needs to do to improve further

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

- develop the planning to make sure that it accurately reflects the assessment of individual children's skills, interests and progress.

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

- develop further the organisation of a stimulating and well-resourced outdoor environment to fully support children's all round development
- develop further the process of self-evaluation to fully monitor all areas of the provision and ensure planned actions to overcome weaknesses are concerted and effective.

Inspection judgements

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. Children clearly enjoy learning through play, entering happily and eagerly choosing what they wish to do from the range of resources offered. They explore and play displaying emerging levels of independence and self-confidence. Staff have a developing understanding of the learning and development requirements. They observe the individual children's progress and record their development in their profile folders. However, they currently do not use these effectively to plan and provide relevant experiences to meet the individual learning and development needs of all children.

Babies explore a variety of resources that encourage them to learn and investigate through their senses. They exclaim with delight as attentive staff demonstrate how to press the buttons and turn the handles in order to operate simple mechanical toys. Staff support and encourage babies' drive to stand and walk as they provide a steadying hand and lots of warm praise for their efforts. Staff successfully develop babies' communication

and language as they intuitively use repeated sounds, words and phrases so that babies can begin to recognise particular sounds. Accessible writing materials and the use of chalk boards provide all children with opportunities to practise their early writing skills. Staff provide an appropriate range of both adult-led and child-initiated activities to support children's learning. It is evident that staff have established secure bonds with their key children as they enjoy spending time together.

The key person system supports effective links with parent and carers. Staff obtain information about the children's interests when they start and provide resources to aid the settling-in and initial assessment process. Staff communicate with parents on a daily basis and parents have regular opportunities to view their child's profile folder.

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

The nursery has established a positive key person system, which supports children to form secure emotional attachments. Staff gather information from parents about their likes and dislikes. They discuss children's home routines so that these can be followed within the nursery. This provides a positive base for children to develop their independence skills. Overall, children demonstrate a sense of belonging. Babies happily arrive into the nursery and settle quickly with their key person who is ready to greet them. They enjoy exploring their environment in the knowledge that their key person is close by. Practitioners promote positive role models to children. They provide consistent boundaries, which support children to understand what acceptable behaviour is. Children play cooperatively with their peers and their good behaviour and use of manners is promoted as staff act as positive role models. Regular praise and encouragement offered by staff promotes children's self-esteem.

The well-resourced indoor environment is organised effectively. This creates an accessible environment where children access a developmentally appropriate range of toys and resources covering the seven areas of learning. Children have opportunity to play outdoors every day. However, the nursery has yet to fully develop the use of the outdoors area to support children's all-round development.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Nutritious snacks and meals, which include fruit and vegetables, are provided and their dietary requirements are met. Drinks are readily accessible which enables children to help themselves when they are thirsty. This ensures children remain comfortable and well hydrated throughout the day. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. As a result, children achieve some independence in hygiene and managing their personal care. Children benefit from regular fresh air and exercise during outdoor play. Staff thread safety through daily routines to raise children's understanding, such as learning that sand must be used with care, to take care with simple tools and follow rules when going outside. Children learn about safety through regular fire evacuation practice. Complying with these expectations means children enjoy their nursery experiences and have some emerging skills to underpin their eventual move to school.

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

The manager and proprietor of the nursery demonstrate a positive approach to promoting improvement. However, although committed and motivated to develop the nursery, their system of self-evaluation is in the early stages of development. For example, although, the nursery has started to identify some future targets for further development, they have yet to fully implement their planned changes to ensure that children benefit from continued and improved practice in all areas.

Safeguarding regulations and duties are met. Staff have a sound understanding of the indicator signs of abuse and are conversant with the procedures to follow to report concerns. The designated person has attended safeguarding children training and a written safeguarding children policy and relevant guidance documents are in place to support practice. Five members of staff hold current paediatric first aid certificates. Vetting procedures for all adults who work with the children or come into contact with the children are secure. This ensures that all staff are checked before they have unsupervised access to children. The nursery is securely maintained and closed circuit television cameras are in use. Staff use an effective process of risk assessment to ensure that potential hazards are minimised in all areas. Space and resources are organised well to create a warm and welcoming play space where children actively learn through play. Staff work together to provide a welcoming, safe and child friendly environment. Overall, children are supported to develop their independence and confidence, which helps to set positive attitudes for their future learning.

The manager monitors staff performance informally through observations and working alongside the staff. Staff are supported to attend some relevant courses and gain additional qualifications. Suitable induction procedures are in place to support new staff and students. The manager uses staff meetings regularly to discuss and share any ideas and practice issues. This results in an effective staff team who work well to meet the needs of children. The effective key person system enables staff to establish close working relationships with parents from the outset, in order to secure continuity of children's care.

Management and staff understand the importance of developing positive relationships with parents and other professionals involved in supporting the children's care and education in order to ensure that all children receive consistent and complementary care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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

Unique reference number	EY444965
Local authority	Hertfordshire
Inspection number	798856

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	20
Name of provider	Bouncing Bees Ltd
Date of previous inspection	Not applicable
Telephone number	01992632555

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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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