

# Bumble Bees/ Coccinelle

73 Haydons Road, Wimbledon, London, SW19 1HQ

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|--------------------------|------------|
| <b>Inspection date</b>   | 28/08/2013 |
| Previous inspection date | 08/10/2012 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|  | Previous inspection:    | 3 |
| 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 have friendly relationships with staff and each other and enjoy their time at the nursery.
- The nursery is organised so that children can select a variety of resources for themselves to help them learn through play.
- Staff gather detailed information about children before they start, which helps them settle well.
- Children are well occupied and benefit from a variety of indoor and outdoor activities throughout the day.

### It is not yet good because

- The nursery have had to take action recently to make sure they meet legal requirements in relation to the hygiene of the kitchen area.
- Effective systems for keeping all parents informed about their child's progress and involving them in their learning are not fully in place.
- Children are not always provided with a healthy, balanced diet during holiday club periods.
- Activities during the holiday club are not always well organised to support all children's needs, as younger children's play is sometimes disrupted.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed children taking part in activities indoors and outside in the garden.
- The inspector held discussions with the deputy manager and members of staff.
- The inspector sampled records including children's files, planning and staff suitability records.
- The inspector spoke to parents at the nursery, read parent questionnaires and took account of their views.

## Inspector

Rebecca Khabbazi

## **Full Report**

### **Information about the setting**

Bumble Bees/Coccinelle registered in 2011. It is one of two nurseries run by Coccinelle Ltd. It operates from a converted building within a small retail parade in Wimbledon, within the London Borough of Merton. There are two rooms within the nursery and an enclosed area for outdoor play.

The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. It is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery offers full day care for children in the early years age range all year round and out of school care for children aged up to eight-years-old during the school holidays. This inspection took place during the holiday period. There are currently 34 children on roll, 14 of whom are in the early years age range. The nursery receives funding for the provision of free early education to children aged three and four years. It supports children who speak English as an additional language.

There are eight members of staff who work at the nursery, including the manager. The manager and deputy both have relevant qualifications at level 6. There are two members of staff who hold relevant qualifications at level 3 and four staff hold qualifications at level 2.

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

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

- keep parents up to date with their child's progress and development and provide them with details of how they can support their children's learning at home
- ensure children are consistently provided with healthy, well balanced and nutritious meals throughout the year, including during the holiday club.

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

- strengthen the planning and organisation of activities during the holiday club period, to support the learning and development needs of all children.

## Inspection judgements

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

Staff gather detailed information about each child's background, needs and starting points before they begin at nursery. For instance, they ask parents to complete 'all about me' forms for their child and talk to them during settling-in visits. This ensures staff are familiar with children's individual needs and provide appropriate care. Staff show a satisfactory understanding of how to support children's learning. They make sure that children take part in an appropriate variety of activities and experiences over the course of the day. Staff observe children's achievements regularly, identify the next steps for their learning and use these to plan activities. This helps children make steady progress overall in relation to their age, starting points and capabilities. However, when older children are present, such as during the school holidays, staff do not always plan or organise activities as effectively and at times younger children's play is disrupted. For instance, sometimes they are not able to continue or extend their games or they have to move to another area.

Staff help children learn a range of useful skills and attitudes that help prepare them for school or the next stage of learning. They encourage children to do things for themselves and grow in independence. They support their language development appropriately when they talk to them as they play. Staff create a comfortable book area where children enjoy sharing stories. Children draw and write as they play, drawing a picture at the table and folding it up to take it home. Staff support children who speak English as an additional language appropriately by finding out key words that they use at home and speaking to children in their home language where they can. Staff encourage children's understanding of number through everyday activities and they count with them as they play. They guide and support children as they work out how to fit the giant blocks together to make the shape that they want. Staff plan a variety of opportunities to explore the natural world and children help grow plants in tubs outside or use magnifying glasses to examine things closely. Children become absorbed in their play as they pour sand through a sieve or use water to make a wheel move and staff allow them space and time to experiment. Children use their imaginations when they play in the home corner or climb aboard a rocket ship. Staff provide creative resources for children to paint and make things and children enjoy painting pictures or creating a bird out of paper.

Staff talk to parents regularly about routines and activities and some parents have attended meetings to discuss their child's development. However, staff do not effectively keep all parents up to date with their child's individual next steps for learning or provide ideas for how they can support these at home. Some parents have not yet had the opportunity to discuss their child's progress or development. This limits parents' involvement in their child's learning.

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

Children have sound relationships with staff and play happily with their friends. Staff have a calm and caring approach and are sensitive to children's needs. They spend time getting to know children when they start and an appropriate key person system is in place. This promotes children's emotional and physical well-being. Children quickly become familiar with the routines and expectations of the nursery. They line up patiently to wash their hands and remember to share and take turns. Staff use appropriate methods for managing behaviour, such as positive reinforcement and praise, which helps children behave well.

Staff organise resources within the nursery to create a welcoming play environment. Children have some good opportunities to select resources and play materials for themselves. As result, they grow in confidence and independence. Staff make daily checks of the premises and ensure appropriate precautions and safety measures are in place. This helps ensure children can play safely at all times. Staff supervise children vigilantly, for instance they make sure that enough staff are indoors and outside. Suitable arrangements are in place for the arrival and collection of children, which effectively promotes children's safety. For instance, staff only release children to known adults. Staff help children learn about risks and keeping themselves safe when they show them how to use the scissors carefully or ask them to think about whether a game is safe. Children take part in regular fire drills, which ensures everyone knows what to do in an emergency.

Children play outside every day as part of a healthy lifestyle. They enjoy outings to the local park for more challenging physical activities and have fun pedalling bicycles in the outdoor play area. Staff help children learn to manage their own personal needs when they remind them to wash their hands before they eat. During the term-time, the nursery arranges for a catering company to deliver meals to the nursery to ensure that children benefit from a balanced diet. However, during the holiday club the meals staff prepare for children lack variety and nutritional balance. This is because staff rely on using tinned food such as spaghetti and potatoes and do not offer enough healthy alternatives.

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

This inspection took place following concerns received by Ofsted about the hygiene of the nursery and the availability of some essential paperwork. It was found at the time of inspection that although the nursery had recently failed to meet environmental health requirements in relation to the kitchen area and record keeping, staff are working with the Environmental Health Officer to make appropriate improvements in this area. The nursery was suitably clean at the time of the inspection. All relevant paperwork required for the Early Years Foundation Stage is in place.

Suitable arrangements are in place to safeguard children. Robust recruitment procedures ensure that staff are appropriately vetted and qualified to work with children. All staff attend child protection training. This ensures that they understand their responsibilities towards the children in the nursery and know what steps to take if they have concerns about a child. The management team monitor staff performance through regular

supervision and appraisals and staff regularly attend local training courses. This means that staff are appropriately trained and supported.

The management and staff team show a satisfactory commitment to developing and improving the nursery. They make good use of the support of the local authority and have developed their understanding of the Early Years Foundation Stage and how to assess children's progress and plan for their learning. Staff now monitor children's development more effectively, for instance using tracking sheets. Since the last inspection, the management team have also made a number of improvements to the nursery environment. They have had a new floor fitted and redecorated the nursery. In addition, staff have reorganised resources to provide more opportunities for children to select things for themselves. As a result, children benefit from a more welcoming, interesting play environment.

Staff make links with other professionals as necessary to support children with special educational needs and/or disabilities. They also make links with any other early years settings that children attend, in order to share information as appropriate. This helps ensure children experience a consistent approach to their learning and care. Staff have positive relationships with parents. They provide them with appropriate information about the curriculum and the policies and procedures of the nursery. Parents value the friendly, approachable staff team and say that their child is happy at the nursery. They feel that their child is safe and well cared for. Staff encourage parents to be involved in nursery outings and to take the nursery toy bear home with them for the weekend. However, staff do not provide parents with enough information about children's progress and development so they are fully involved in their child's learning. This is a requirement of the Statutory Framework for the Early Years Foundation Stage.

### **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 action. 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>           | 933710                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 2 - 8                    |
| <b>Total number of places</b>      | 28                       |
| <b>Number of children on roll</b>  | 34                       |
| <b>Name of provider</b>            | Coccinelle Ltd           |
| <b>Date of previous inspection</b> | 08/10/2012               |
| <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, which are usually the childminder's 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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