

# Bouncing Bees

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

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 14/08/2013 |
| Previous inspection date | 01/11/2012 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 4 |
|  | Previous inspection:    | 3 |
| How well the early years provision meets the needs of the range of children who attend |                         | 4 |
| The contribution of the early years provision to the well-being of children            |                         | 4 |
| The effectiveness of the leadership and management of the early years provision        |                         | 4 |

## The quality and standards of the early years provision

### This provision is inadequate

- The registered provider is not able to demonstrate that all staff working with children have been appropriately vetted. This means that the safety of children attending is not sufficiently protected.
- The nursery does not provide staff with effective monitoring and supervision. As a result, managers do not fully support continued professional development by identifying the training and support needs of staff.
- The registered provider and key persons show a poor understanding of how to effectively observe and assess children's learning and development; they are unable to plan activities for children that meet their needs and help them progress. Little focus is placed on children reaching a good standard of English.
- The registered provider has failed to ensure that safeguarding policies and procedures are kept up to date and that good hygiene practices are followed. This means that the well-being of children is not fully promoted.
- Key persons do not actively try to engage and involve all parents and carers in their children's learning. This means that they do not know how to help to support their children's development at home.

### It has the following strengths

- Children have regular opportunities to take part in outdoor play. This helps towards supporting their health and well-being.

## 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 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 activities both indoors and in the outdoor learning environment, held discussions with members of staff and interacted with children attending.
- The inspector held meetings with the manager of the nursery and key persons working with the children. She also undertook a joint inspection with the manager.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of practitioners working within the setting and a range of other relevant documentation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Ann Cozzi

## **Full Report**

### **Information about the setting**

Bouncing Bees was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Waltham Cross area of Hertfordshire. The nursery and pre-school serve the local area and are accessible to all children. They operate from three base rooms, and there is a fully enclosed area available for outdoor play.

The nursery and pre-school open Monday to Friday, for 50 weeks a year, and sessions are from 7am until 8pm. 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 play scheme operates each weekday from 7am until 8pm during school holidays.

There are currently 11 children attending who are in the early years age group. The nursery and pre-school provide funded early education for three- and four-year-old children, and there are 14 children on roll. The pre-school supports a small number of children who speak English as an additional language and children with special educational needs and/or disabilities.

There are eight members of childcare staff, including the manager who holds an Early Years foundation degree. Two staff hold a relevant early years qualification at level 3 and two at level 2. There are also two members of staff currently working towards a relevant early years qualification at level 2 and one at level 3.

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

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice with a completion date of the 18 October 2013 requiring the provider to:

make sure that people looking after children are suitable, by putting in place effective systems to ensure that practitioners and any other person who is likely to have regular contact with children are suitable to do so.

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

- put in place effective performance management systems to improve the monitoring and supervision of staff who have contact with children and families, providing opportunities for them to receive support, coaching and training to improve practice and shape their professional development
- promote the good health of children by ensuring staff adopt and learn about good hygiene practices to ensure the risk of cross-infection is reduced
- improve the daily experience of children in the early years setting by updating training, skills and knowledge of Early Years Foundation stage
- make sure the safeguarding policy and procedure include an explanation about the use of mobile phones and cameras in the setting
- ensure that key persons actively seek to engage and support parents and/or carers in guiding their child's development at home
- ensure that children have sufficient opportunities to learn and reach a good standard in English language
- undertake precise, ongoing assessment as an integral part of the learning and development process, in order to understand children's level of achievement and shape learning experiences for each child reflecting those observations.

## Inspection judgements

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

Staff demonstrate a very poor understanding of the Early Years Foundation Stage requirements. As a result, educational programmes do not provide all children with a range of stimulating opportunities across all seven areas of learning. Observation and assessment of all children's learning needs are inconsistent. As a consequence, the planning of learning experiences does not appropriately match children's individual needs. For example, in the younger children's room, staff expectations are often pitched too high. This means that not all children are appropriately supported or challenged to make sufficient progress in learning. This in turn means that they are not adequately prepared for their move to school.

At times, children are able to make use of a satisfactory selection of toys and resources. However, the availability of appropriate resources for babies spending time in the toddlers' room is poor. Strategies to involve parents in their children's learning are very weak. This is because information-sharing is informal and is focused on care issues and how children have spent their time in nursery and pre-school. This does not keep parents adequately informed about their child's progress or provide them with specific information about how they can support learning at home.

Some staff demonstrate sound teaching techniques; however, this is not consistent across the whole staff team. For example, some staff lack enthusiasm, which results in their poor engagement with children. As a result, children lack support and motivation to become interested in activities and explore resources. This impacts adversely on their communication skills, in particular for those children whose first language is not English, who lack opportunities to reach a good standard in English. Children's confidence and self-esteem is not adequately fostered because support from key persons is inconsistent.

At times, older children have the opportunity to move freely between the indoor and outdoor learning environment. They enjoy practising and developing their physical skills as they learn to manoeuvre wheeled toys around the garden. Older children have fun taking part in role play with staff to create real and imagined experiences. For example, they pretend to be security guards protecting the play house. Babies enjoy developing physical skills as they crawl around and then pull themselves to standing. They show developing skills as they draw adults into social interaction by smiling at them. However, this is interrupted by staff, who fail to recognise learning opportunities. Children enjoy manipulating large construction bricks as they build a tower, practising critical thinking skills, but unwanted staff intervention means that this learning is restricted. This is because staff do not recognise children's excitement at successfully balancing two small bricks. As a result, children's achievements are not consistently recognised. This does not support the development of self-esteem and confidence, which in turn illustrates a poor understanding of how children learn through play.

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

The key person system is inconsistent. This is because care practices vary between staff. As a consequence, not all children form secure attachments with key workers or other members of staff caring for them. This means that the emotional well-being and security of all children attending is not adequately fostered. The deployment of some members of staff is ineffective, which results in the failure to recognise the needs of the children they care for. For example, babies and young children often fail to engage in activities and move around the playroom aimlessly. This results in an environment which does not support or inspire children's learning and development. Staff communicate with parents with regard to children's ongoing care. This ensures that they are generally kept suitably informed about children's changing care needs.

Older children, on the whole, show an interest in learning; however, at times, the poor organisation of activities prevents their participation. For example, staff do not ensure that there are sufficient aprons, which means some children are not able to take part in messy play activities. This does not adequately support children's future learning and eventual move to school. Babies occasionally spend time in the toddlers' base room. This helps them to become familiar with the environment and staff, supporting their move between rooms.

All children are offered a range of healthy options at snack time, such as fresh fruit. They spend time in the nursery's well-resourced garden. This ensures that they have access to regular exercise, teaching them about how to maintain a healthy lifestyle. However, children's health is not fully protected because some staff have an insufficient understanding of hygiene requirements. For example, staff caring for young children do not recognise the need to routinely wash babies' hands at meal times. In addition, the poor practice of blowing on babies' food to cool it down increases the risk of cross-contamination.

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

The leadership and management of the nursery and pre-school is inadequate. This is because the registered provider demonstrates a poor understanding of how to implement the Early Years foundation Stage requirements. This results in the delivery of educational programmes that fail to meet the needs of the children attending. The management and accountability arrangements of the nursery and pre-school are inadequate. This is because the registered provider has not had sufficient involvement in monitoring practice and implementing appropriate supervision arrangements. This is in respect of three managers, who have been given responsibility for the day-to-day running of the nursery and pre-school. As a consequence, staff are not effectively supervised in order to promote and support their continued professional development.

There are inadequate procedures in place for the safe recruitment of staff. For example, there is insufficient evidence to demonstrate that all appropriate checks have been undertaken on those working with children. Policies and procedures are not regularly

reviewed; as a result, child protection procedures do not include procedures for the safe use of mobile phones and cameras. This is a breach of the welfare requirements. A designated safeguarding person has been identified as required, and staff show an adequate understanding of what to do if they have a concern about a child.

Further breaches in welfare requirements mean that children's health and well-being are not fully protected. For example, staff do not always follow hygiene procedures. Most staff have undertaken paediatric first-aid training, which enables them to provide emergency care for children. Some staff have completed food-hygiene training, which ensures that food provided is prepared safely. Parents spoken to during the inspection stated that they feel staff are approachable and really friendly. They also report that they feel confident to approach them with any concerns. There are currently no children in the setting who attend other early years settings. However, the manager demonstrates a sound understanding about the importance of continuity of care and learning should this arise.

The registered provider is not sufficiently ambitious about improving the nurseries practice, including staff motivation. Feedback regarding practice issues is sought from the local authority development officer. However, insufficient action has been taken by the registered provider to ensure that identified improvements are implemented. As a result, progress to resolve identified areas for improvement has been ineffective. The registered provider has also failed to ensure that the action and one recommendation raised at the last inspection are effectively addressed in practice. This is because there is insufficient focus placed on staff's professional development and improving the service provided for children. As a result, further breaches of the Early Years Foundation Stage requirements have been identified at this inspection.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- make sure that there are effective systems in place to ensure that the manager and any person caring for, or in regular contact with, children are suitable to do so (compulsory part of the Childcare Register)
- make sure that there are effective systems in place to ensure that the manager and any person caring for, or in regular contact with, children are suitable to do so (voluntary part of the Childcare Register)

## 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>     | EY444965                 |
| <b>Local authority</b>             | Hertfordshire            |
| <b>Inspection number</b>           | 930975                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 24                       |
| <b>Number of children on roll</b>  | 14                       |
| <b>Name of provider</b>            | Bouncing Bees Ltd        |
| <b>Date of previous inspection</b> | 01/11/2012               |
| <b>Telephone number</b>            | 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, 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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