

# Bees Knees Nursery School

12 Priory Lane, Brookside Community Hall, Putney, London, SW15 5PQ

## Inspection date

09/01/2014

Previous inspection date

17/10/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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

2

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

3

## The quality and standards of the early years provision

### This provision requires improvement

- The key person system helps children to form secure attachments and this promotes their well-being in the nursery setting.
- Children have access to a wide range of good quality resources, enabling them to make independent choices about their play.
- Children have some exciting opportunities to learn about the world around them because staff organise trips to places of interest and plan specialised projects.

### It is not yet good because

- Observations and assessments are not kept up to date to help staff promote children's future progress effectively.
- Children's communication and language development is not promoted with full effect by staff. They do not consistently ask open-ended questions that encourage children to think and extend their vocabulary.
- Staff do not consider splitting the groups of children to enable story times to be smaller and consequently these group times do not enable all children to fully participate.

## 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 spent the majority of inspection time observing the children in the nursery as they played.
- The inspector sampled children's information and development records.
- The inspector had discussions with the manager throughout the visit. Safeguarding was discussed with the manager and staff and a sample of the policies viewed.
- The inspector discussed the nursery with a sample of parents
- The inspector and manager completed a short joint observation together.

## Inspector

Jennifer Devine

## Full report

### Information about the setting

Bee Knees Nursery School registered in 1990 and is one of two nurseries owned by a private provider. It operates from Brookside Community Hall, in Roehampton in the London Borough of Wandsworth. The nursery is open Monday, Wednesday and Friday from 9.20am to 12.30pm and Tuesday and Thursday from 9.20am to 3 pm. There are currently 27 children on roll in the early years age group. The nursery is in receipt of funding for the provision of free early education for children aged two and three years. The nursery supports children who speak English as an additional language and those with special educational needs and/or disabilities. The provision provides various dance, karate, music, sport and drama sessions for children on a weekly basis. The nursery employs six staff, of these four staff hold appropriate childcare qualification. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- ensure all staff have good knowledge of how to help children develop their communication and language well by increasing children's vocabularies and developing listening skills through asking more open ended questions and providing more encouragement for children to talk and comment on their play activities.
- improve the observation and assessment methods so that staff can accurately observe and assess children to understand their level of achievement and then plan challenging learning experiences for each child across all areas of learning.

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

- enhance children's learning experiences by ensuring group times are planned to consider the numbers of children in order that it helps them concentrate and listen closely.

### Inspection judgements

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

Staff have a satisfactory understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They use their knowledge

to plan a suitable range of experiences for the children. Staff know children well due to the small size of the nursery and because all children are cared for mainly in one large playroom. Staff are aware of observing children's learning and development records contain information such as 'all about me' forms which enables the key carer to build up a knowledge of the children's individual likes, dislikes and interests. However, these records are not kept up-to-date and lack information about the children's next steps of learning. Therefore planning is not fully effective in meeting children's individual learning needs or interests.

The staff set up the playroom with toys and resources, and change these throughout the morning. Children arrive and after saying goodbye to their parent or carer explore the environment and settle down with their choice of play. Children enjoy exploring the sticking activity where they are developing their fine hand movements as they carefully peel off the stickers to make pictures. In addition, they have great fun exploring the paint and use their imagination as they paint their own pictures. Staff ask children about their paintings and write their captions on the paper. This helps children to learn about print and the meaning of words. Children have developed some close friendships and enjoy role play games where they take turns to be the leader. They enjoy investigating the numerous pretend play technological resources such as cameras and mobile phones as their imaginations develop further. Children enjoy group activities where they come together for story times. However these groups are too large and consequently it is difficult for children to concentrate and have equal chances to fully participate.

Overall, staff support children soundly in developing their language and communication skills because they listen and talk to children during play. However, some staff are not confident in asking open-ended questions to make children think or in extending children's vocabularies. Not all staff fully encourage conversation skills during activities, so that children progress more quickly in gaining such skills.

Children have access to the outdoor environment during the day and thoroughly enjoy being outside. The garden is well resourced and children enjoy riding the tricycles or cars, digging in the sand pit or running around to release their energy. Through out the year staff plan a range of exciting experiences to develop children's knowledge of the wider world. Photographs show children enjoying days out at a forest school where they enjoy sitting around a campfire. In addition, they have also experienced first hand the wonders of new life as they take part in science activities and watch baby chicks hatch.

Children who learn English as an additional language are supported satisfactorily. Staff learn about children's home languages, obtaining some key words to help children settle. There are also systems in place to support children with special educational needs and/or disabilities. Parents have regular opportunities to talk to the staff to discuss their children's achievements and progress.

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

The key person system is embedded well into the staff practice. This results in good relationships being established with parents from early on and enables children to settle quickly. Staff sit close to children to support and reassure them in their play. They also ensure that snack and lunch times are a positive social occasion by sitting with the children at the table where they can chat quietly together.

Staff foster children's personal, social and emotional development well: children have formed some good friendships and play well together. Children show kindness and understand about taking turns. Staff manage children's behaviour well and use positive strategies to deal with any minor issues that may occur.

Children's specific health, dietary needs and allergies are recorded and known by staff. Staff teach children about the importance of healthy lifestyles. Consequently, children follow good hygiene practices of using disposable hand towels or the hand dryer when drying their hands before meals or after toileting. Children's independence with their self-help skills is developing as they pour their own drinks and help themselves to a snack.

Staff give children's safety and well-being high priority as they play in a safe and secure environment. Staff conduct daily checks on the premises and effective risk assessments procedures are in place to identify any hazards in the environment. Staff are vigilant and supervise the children very well. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. The nursery has effective security systems in place and any visitors need to ring the doorbell and show their identification before entering the premises.

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

The manager and staff understand the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. There are robust policies and procedures in place, such as whistle blowing and safeguarding which staff implement effectively. For example, they investigate incidents and complaints robustly and forward notifications to relevant authorities. In addition, staff know and understand their responsibilities for safeguarding and have received safeguarding training. As a result, they keep children safe. Adequate recruitment and vetting procedures are in place to check the suitability of all adults employed by the provider. Most staff have a first aid qualification which means that they are able to respond to children in the event of any accident occurring.

The manager has a sound understanding of her responsibilities in meeting the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She is committed to monitoring the nursery and recognises the importance of reflecting on current practices and making changes. For example, the staff team observe the environment and monitor areas where children play less frequently. They then put systems in place in order to develop and make these areas more appealing. However, there is less frequent monitoring undertaken by the manager to ensure that children's

developmental records are kept up-to-date. Staff receive suitable support as there are satisfactory systems for supervision, which identify some training needs. Over half the staff hold relevant childcare qualifications and are keen to continually up-date their professional development. All staff regularly participate in various workshops held with the local authority. This demonstrates the staff team are willing to continually develop the service.

The setting places value in ensuring that parents develop a sense of belonging to the setting and can contribute to the well-being of their children. Parents are provided with a range of information to ensure they are well informed about how the provision operates. They are informed about their child's progress, achievements and daily experiences. Parents are welcomed into the nursery when they drop off their child in the morning and when they collect them later on. Some parents also spend time in the nursery. For example, they often come in to read a story to a group of children. Comments from parents indicate they are very happy with the service provided. The nursery has built up relationships with local schools and other professionals, which supports children's continuity of care and transitions soundly.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	123075
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	949896
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	33
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Lucy Lindsay
<b>Date of previous inspection</b>	17/10/2011
<b>Telephone number</b>	020-8876-1149

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

