

Bees Knees Nursery

20 Park Street, Bootle, Merseyside, L20 3DG

Inspection date

Previous inspection date

10/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
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	2

The quality and standards of the early years provision

This provision is good

- Teaching is consistently very good. As a result, all children are very well motivated to learn and make good progress, relative to their starting points.
- Practitioners are very good role models of appropriate behaviour and work closely with parents and external agencies. As a result, all children are very well behaved and prepared for their next stage in learning, including school.
- Practitioners have a very good understanding of their roles and responsibilities in terms of child protection and safeguarding children. Consequently, children are well protected and kept safe from harm.
- The setting is led and managed very effectively, with a strong emphasis placed on monitoring and evaluating the provision. This means that managers are very clear about how to promote continuous improvements and enhance the outcomes for children's learning and care.

It is not yet outstanding because

- There are fewer opportunities for the youngest children to enhance their outdoor learning through, for example, the use of more natural resources.
- Practitioners do not maximise all opportunities to talk about healthy foods with children, to reinforce messages about healthier choices.

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 checked all relevant documentation and looked at policies and procedures, including those for safeguarding and the recruitment of practitioners.
- The inspector had a tour of the premises and observed children in the playrooms and outdoor area.
- The inspector looked at children's learning journals and observation, assessment and planning documentation.
- The inspector spoke with the managers, individual practitioners and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day and from written comments.

Inspector

Lynnette Kobus

Full report

Information about the setting

Bees Knees Nursery was registered in 2014 on the Early Years Register and the compulsory part of the Childcare Register. It is one of three settings run by Parkland Partnership. It operates from a purpose-built self-contained single story premises in the Bootle area of Liverpool. Children are cared for in four playrooms and have access to an enclosed outdoor area. The setting employs 22 members of childcare practitioners, all of whom hold appropriate early years qualifications, from level 2 up to level 6. The manager holds a level 6 qualification and another practitioner holds Early Years Professional status. The setting is a member of the National Day Nursery Association. The setting supports children who speak English as an additional language and children who have special educational needs and/or disabilities. The setting is open from Monday to Friday, all year round with the exception of bank holidays and for the days between Christmas and New Year. Sessions are from 8am until 6pm. There are currently 100 children on roll, all of whom are in the early years age group. The setting provides funded early education for two- three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance the outdoor play area for the youngest children through the use of more natural resources, to further extend learning opportunities outdoors for babies
- maximise the opportunities to talk about healthy foods with children, to reinforce messages about healthier choices.

Inspection judgements

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

Teaching is consistently good. As a result, children thrive and are well motivated to learn in this high quality setting. Practitioners provide an exciting, stimulating and well-organised environment, both indoors and outdoors. This ensures that all children make good progress in all areas of learning and development and are well motivated to learn through their play. There is a sharp focus on helping children to acquire communication and language skills. For example, practitioners join in children's play, role-modelling and extending their vocabulary appropriate to children's individual stages of development. Therefore, babies understand what is being said to them as they begin to point and gesture and use single words to communicate, while older children are beginning to use more complex sentences. Practitioners are very good at supporting children, who speak English as an additional language, for example, using dual language books and role play areas to support these skills. A range of multi-cultural resources positively promotes

respect for all cultures through rhymes, song and expressive arts. Therefore, children, who speak English as an additional language, make good progress. Children read and write as appropriate for their stage of development and they particularly enjoy story time with practitioners, who engage their interests very well. For example, pre-school children used increasingly complex sentences to explain what they were doing, while they designed and made a 'monster' based upon a current favourite story. Practitioners work closely with parents and appropriate professionals to ensure that strategies, which best support children's needs, are shared at home and in the setting. Consequently, all children, including those, who have special educational needs and/or disabilities, make good progress, relative to their starting points.

Practitioners support and encourage children to develop their physical skills using a range of resources to support physical development. For example, babies, poke and squeeze malleable materials to support their fine motor skills and they are encouraged to stand and walk using low-level furniture. Older children show good control and coordination in large and small movements. They move confidently in the outdoor area and handle equipment, tools and resources effectively, for example, using construction kits, digging for bugs and climbing. As a result, they develop their physical skills. However, there is scope to enhance the range of natural resources, to provide further support for babies to explore in the outdoor area.

Practitioners enthusiastically plan learning, using the information gathered from parents on entry to the setting. Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Every child has an individual profile and a record of learning that identifies children's learning and progress. Practitioners liaise with parents on a daily basis and during regular parents' evenings. They contribute to learning booklets, which are sent home on a regular basis as a communication tool. As a result, excellent relationships are actively contributing to children's learning and progression. Furthermore, parents fully contribute towards learning activities and these very strong links means that children are well prepared for their next stage of learning, including school.

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

Children enter the setting with confidence and engage very well with their key person and favourite play activities. This is because practitioners find out in-depth information from parents about their child, to ensure that their needs are known and effectively met. The sensitive, caring interaction between practitioners and children ensures that all children form positive relationships with their key person and other adults in the setting. Practitioners effectively promote children's independence and a sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, at mealtimes, children help to serve their own meals and choose from a healthy, varied menu. Children enjoy the meals and all eat competently, using appropriate cutlery. However, practitioners do not always use all opportunities to promote healthy messages during mealtimes.

Children are able to manage their own self-care appropriate to their age because all

practitioners provide good guidance and give them time to complete tasks. For example, children competently serve themselves a range of foods and pre-school children take it in turns to be lunch monitors, which helps them to prepare for school. In addition, toddlers and pre-school children self-register on arrival and hang their coats up independently.

Behaviour management training is very well embedded and practitioners share their good knowledge to support parents' understanding of positive behaviour management. Consequently, children's behaviour is very good. This is because practitioners model and use positive communication strategies to help children understand about acceptable behaviour. For example, children help to develop their own rules for the setting, such as how to be a good friend. This ethos is consistent throughout the nursery, resulting in rapid progress in personal, social and emotional development for all children. Furthermore, children devise their own risk assessments for a range of activities, such as climbing high in the outdoor area and know how to stay safe when running around. This means that children are learning to take a risk and how to keep safe, while enjoying challenging themselves and finding new ways to test their ideas.

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

Safeguarding procedures are very robust. All practitioners prioritise children's safety and have a very good awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. Practitioners are fully aware of the nursery's designated child protection managers and the process to follow if they are concerned about any issues within their practice. Managers continue to monitor practitioner's performance within the nursery rooms and ensure that practitioners are deployed effectively according to qualifications and experience with specific age groups of children. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments are conducted for all areas of the building, the outdoor area and resources, ensuring that children's safety remains paramount. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so.

The development of strong partnerships with a wide range of professionals, has enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have a good understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought, at the early stages, to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support services involved. Leadership is very good and focused improvement plans are in place to secure continuous improvement. Self-evaluation includes the views of practitioners, children and their parents. For example, parents are contributing towards an audit of the children's toys and furniture used in the playrooms. The practitioners share a vision to provide an excellent service for the children and their families and they are continually seeking ways to improve. Consequently, the manager has provided a wealth of training for practitioners, which has had a positive impact on outcomes for children's learning particularly with communication and language development.

There are excellent relationships with local schools. Teachers visit their prospective children to get to know them. The setting works closely with the local authority's early years team, who provide training and support. Effective communication systems ensure that parents are kept fully informed of their children's progress. Parents contribute to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. Consequently, children are very well prepared for their next stage in learning and well prepared for their transition to school. Individual planning for children's development is shared with other parents and appropriate professionals, such as speech and language therapists, if required. As a result, there is consistent, secure support for children with any special educational needs and/or disabilities and therefore, all children's needs are very well met.

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	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

Unique reference number	EY474875
Local authority	Sefton
Inspection number	954408
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	89
Number of children on roll	100
Name of provider	Parkland Partnership
Date of previous inspection	not applicable
Telephone number	01519333596

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

