

# Mr Bee's - Family Centre

Springwood High School, Queensway, King's Lynn, Norfolk, PE30 4AW

## Inspection date

30/10/2014

Previous inspection date

23/03/2011

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Safeguarding forms a significant part of the foundation upon which this setting is based. The very high standard of operation, with regard to children's safety and protection, is achieved through continuous training, and rigorous systems are embedded within practice.
- Children are highly motivated to learn, supported by practitioners whose inventiveness and enthusiasm leads to individualised opportunities for children to explore and investigate. This enables them to make rapid progress towards the early learning goals.
- Partnership working is a central focus for the setting, as practitioners work tirelessly with parents and other professionals, promoting children's learning and development and narrowing any gaps in their achievement.
- Management believe in the contribution and development of all practitioners as the foundation upon which children's enjoyment and engagement in their learning is based. This creates a dynamic, stimulating environment within which all develop and learn together.
- Children form trusting, enduring bonds with practitioners and other children, as the emphasis placed upon their overall development enables them to develop as very competent, sociable and interactive learners.
- Highly effective monitoring and critical self-analysis ensure that standards within the setting continue to improve and children's progress and experience is enhanced.

## 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 activities in the nursery and holiday club and talked with practitioners.
- The inspector viewed the indoor and outdoor learning environments.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.
- The inspector reviewed the provider's self-evaluation evidence.
- The inspector carried out a joint observation with the manager.

## Inspector

Deborah Hunt

## Full report

### Information about the setting

Mr Bee's-Family Centre was registered at its current address in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting operates from purpose-built facilities situated within the grounds of Springwood High School in Kings Lynn, Norfolk. There are enclosed areas available for outdoor play. The setting is run by a board of trustees and has charitable status. It serves the local area and beyond, and is accessible to all children. The setting opens Monday to Friday, all year round. Sessions are from 7am until 6pm. Wrap around care is offered for school age children, from 7am to 9am and 3pm to 6pm, Monday to Friday, during school term times, with a holiday club for school holiday periods. Children attend for a variety of sessions. There are 45 children on roll in the early years age range. The setting provides funded early education for two-, three- and four-year-old children. They support a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting employs six practitioners, including the manager. Of these, all hold appropriate early years qualifications at level 3 and above. One practitioner is currently working towards a further qualification. The setting receives support from the local authority and works in partnership with the College of West Anglia and the Springwood High School to provide placements for volunteers and students completing childcare qualifications.

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

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

- enhance the indoor environment further for older children to be homely, reassuring and comforting that also continues to support their learning.

## Inspection judgements

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

Children make excellent progress in this stimulating, nurturing setting. Practitioners use their expert knowledge of how children learn to offer them rich, varied learning experiences. The carefully considered balance of free play and adult input ensures children are totally engrossed in their learning and have fun. Practitioners pay exceptional attention to promoting the individual needs of every child. Key persons use superbly detailed, effective systems for recording and monitoring progress through both spontaneous and planned observations. These identify children's next steps and inform individual plans to support each child. This demonstrates the exceptional consideration given by practitioners to managing children's learning and development holistically. The key person for each child sets focussed challenges that build on their natural curiosity, imagination and inquisitiveness. Practitioners complete a home visit for children before they start, during which detailed information about their learning and development to date is gathered.

Parental input is fostered from the time of the first meeting and they are encouraged to contribute to their children's progress during their time at the nursery. The nursery respects the individual circumstances and background of every child and work tirelessly to include parents actively in their child's nursery experience. Practitioners offer them daily feedback and regular opportunities to discuss their children's progress more fully. For example, they send home communication books showing children's next steps in their learning and offer summary assessments, including the progress check completed for children between the ages of two and three years. Children's eager participation is encouraged by the highly skilled interactions of the caring and sensitive practitioners, who provide a calm, welcoming and very positive environment.

Children's communication skills are fantastically promoted as practitioners use the Every Child a Talker initiative to monitor their language development. Speech and language therapists offer fortnightly sessions, which further ensure children make progress. Practitioners create imaginative spaces, which inspire children to use inventive language, as they sit with their friends in the tented reading space, sharing a book. They skilfully use routine activities, such as, circle time, to help children develop the confidence to speak out and the control to listen and pay attention. Inspiring activities based on an overarching theme, and tailored to their specific needs and interests, capture their enthusiasm. Children concentrate superbly, for example, as they take part in Halloween related activities. They relish using tools as they take turns at hollowing out a pumpkin. Practitioners encourage them to feel the pumpkin flesh, and explain they can cook some to see if they like the taste, and explore it as a messy play resource. Children discover the seeds and discuss growing their own pumpkins with the practitioner. They have fun as they make handprint ghost pictures and Halloween cakes. This demonstrates how successfully children's learning is promoted on many levels within activities. Children practise linking letters with sounds and learn to recognise their names on their work and words on displays in the playroom. A wealth of resources are used well by the practitioners to promote children's problem solving skills and reasoning during spontaneous play. For example, children put their baby doll to bed and do the ironing. They add and subtract numbers as they sing about the five little ducks and count as they stack their ironed clothes, completed during their imaginative role play. Children's sensory development is supported exceptionally well as they explore the green jelly, watching it slip through their fingers, and play in the mud outside. They explore different traditions and festivals through innovative approaches. For example, they learn about the Hindu New Year as they study Diwali, create pottery tea light holders, and become fascinated by the Rangoli pattern pictures they draw as they learn about the tradition of henna hand printing.

Children are offered excellent support to prepare them for the move to the next stage in their learning or school. Practitioners liaise with the various schools children move on to, attending meetings to share details of their learning to date. They gather useful information to help them prepare children even better for the move. For example, children lining up before engaging in an activity is not a feature of the daily activity in the setting but is at school. Practitioners, therefore, provide an obstacle course for the children who line up before taking their turn, enabling them to practise this new skill. Children look through school brochures to familiarise them with their new environment and teachers visit the setting to read stories with them. Children with special educational needs and/or

disabilities receive particularly sensitive, meaningful support as practitioners are proactive in seeking external support and guidance. They work especially closely with children's parents, ensuring that children derive the greatest benefit from the help they offer. Children speaking English as an additional language are sensitively supported to integrate into the setting at their own pace. Practitioners liaise with their parents to promote their developing use of English alongside use of their first language. Resources reflect the numerous languages children speak, and informed practitioners use them skilfully to ensure children make the best possible progress from their initial starting points. Older children attending the after school and holiday provision benefit from practitioners who recognise their specific needs. They participate excitedly in the Crazy Science Day and learn new skills which offer them a different experience from their school day. For example, they have fun during pottery sessions and trips out to sports centres, where they take part in themed activities suited to their ages.

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

Children flourish in this enabling, child-centred setting where they are respected as unique individuals. Practitioners take exceptional care to meticulously meet their specific needs and undertake detailed discussions with parents to agree children's starting arrangements. They gather all required information and take care to ensure this remains up to date through annual checking. Children settle exceptionally well into this nurturing environment as practitioners deal with their specific needs, taking account of their individual family circumstances. Extensive efforts are made to offer support to the whole family to ensure children feel secure and, therefore, learn and develop effectively. For example, children take it in turns to take the Barnabee bear toy home so that learning between home and the setting can be shared. The shared key-person system contributes exceptionally well to children's feelings of well-being and security as there is always a dedicated person to attend to their needs. Children behave very well and older children show care and compassion for their younger peers. All practitioners have been trained in the Step on restorative approach to behaviour management which helps them manage both positive and anti-social behaviours. Children, therefore, learn to control unwanted feelings and know what is expected of them through the sensitive explanations offered by supportive practitioners. Children develop independence through a variety of means as practitioners use everyday routines and activities to promote this skill. For example, children fill their own buckets and watering cans from the water butt as they paint the decking outside and help lay the table at snack and mealtimes.

Children learn to keep themselves safe through meaningful activities which are relevant to their daily experience. For example, they use the donut rope to hold on to as they walk together safely to fetch the post from the school on site. Children confidently carry out daily routines to promote their health, such as, washing their hands before eating and after using the toilet. These routines become real for them through visits from parents who are health workers, as they use ultra violet dye to show children how easily germs spread. Children relish the free flow play offered as they lose themselves in the captivating outdoor learning areas provided. Practitioners widen children's experience by offering trips further afield to local woods where they are free to run, explore and investigate. Children, therefore, have many opportunities to develop physically, be active and explore. They

quickly learn about the value to their health of good eating habits, healthy meals and plentiful sleep and activity. Children make their own snacks by spreading soft cheese on their pitta bread and adding tomato or chopped apple. They know that having drinks throughout the day benefits their health and they independently access their named water bottles at the drink stations provided in each room. Children receive high quality care, attention and encouragement from practitioners who fully recognise that this develops their self-esteem. They work well together and consider others as they learn to share and take turns, negotiate and appreciate each other's views. Children learn good manners and show care and concern for one another through the warm, trusting relationships they share with practitioners and their peers. Practitioners, therefore, lay an excellent foundation for each child's future care and learning through the deep consideration given to developing children's moral, social and cultural awareness.

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

Everyone working at the setting has a comprehensive understanding of the importance of safeguarding and child protection. A closely monitored programme of ongoing safeguarding and child protection training ensures that all those working with the children keep their knowledge and practice up to date. Each practitioner, therefore, understands their role and responsibilities relating to child protection and parents are made aware of their joint responsibility in this regard. All practitioners, charitable trustees, volunteers and students, are checked and vetted and robust recruitment procedures ensure the suitability of new practitioners. The in-depth induction procedure is undertaken by anyone who comes to work in the setting to further promote children's safety. Management offer rigorous supervision and appraisal meetings and, throughout the organisation, regular monitoring and meetings ensure that practice continues to evolve and improve in response to identified needs. The scrupulous approach to continuous professional development and training ensures practitioners have a comprehensive understanding of their roles and offer children high quality teaching and learning. Detailed risk assessments and routine inspections of equipment are carried out diligently by the practitioners, contributing significantly to children's safety. All required documentation and record keeping for the safe organisation and management of the setting, including copies of notifications to relevant organisations, are effective and in place.

The setting meets all the requirements of the Early Years Foundation Stage exceptionally well. It provides a welcoming, inclusive environment where children and parents are highly valued and respected. The very effective practitioners are exceptionally well supported by the management team and trustees. Practitioners work cohesively in the best interests of children and are very supportive of each other. All are united in wanting to provide the very best possible start for the children. The comprehensive monitoring of children's progress means that practitioners quickly identify those who require additional support or need a different approach to gain the most from their learning. Impressive self-evaluation and critical reflection processes are embedded within the practice and take account of the views of children, parents and practitioners. This is only one part of the ongoing, in-depth analysis of how to improve and extend the value of the service offered to children and their families. Extensive research and training ensures that everyone involved has a clear

understanding of the strengths of the setting and is involved in the identification of areas for additional development. For example, the next area for development is refurbishment of the out of school club room to offer a more homely environment for children to rest and relax. The recommendation from the previous inspection has been impressively addressed to improve and develop practice, as children now benefit from innovative outdoor learning opportunities which are continually being added to.

Practitioners engage with parents extremely well. They offer a variety of ways for parents to work in partnership with them and listen effectively to ensure that they reflect their wishes within practice. Parents comment on how much they value the setting, saying that they find practitioners very experienced and very caring and that the service has 'improved tenfold' since they began using it. They appreciate the support and flexibility of the service and state that their children feel valued by all. The setting has also developed excellent partnerships with other settings and schools children attend or move on to. This ensures excellent continuity of care and learning for the children. Practitioners engage proactively and professionally with external agencies to offer children support and the best chance to make progress from their initial starting points.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY318720
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	862321
<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>	40
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Family Support Centre (Kings Lynn)
<b>Date of previous inspection</b>	23/03/2011
<b>Telephone number</b>	01553 766 661

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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.

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.

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