

Bees Knees Nursery School

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

Inspection date

13/01/2015

Previous inspection date

09/01/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Staff include children's interests in the planning which results in their high engagement and enjoyment of activities.
- Staff work well with parents, they keep them informed of their children's progress.
- Staff help to keep children safe by carrying out regular risk assessments and minimising hazards in all areas of the nursery.
- Children are happy and settled because they have warm and secure relationships with staff.

It is not yet outstanding because

- Staff do not maximise learning opportunities in role-play activities. For example, they do not promote children's mathematical skills to sort and group items.
- Staff do not always provide children with opportunities to practise and explore modern technology.

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 carried out a joint observation with the manager.
- The inspector observed the interaction between staff and children in the indoor and outdoor environments.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation and held a discussion with the manager.
- The inspector spoke to staff, parents and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Bee Knees Nursery School registered in 1990 and is one of four nurseries, which are privately owned. It operates from Brookside Community Hall, 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, during term time only. There are currently 31 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, three years and four years. It supports children who speak English as an additional language. The nursery employs six staff, of these four staff hold appropriate childcare qualifications. The manager holds a degree in early years; three staff members hold Montessori diplomas at Level 4; and two staff are unqualified. 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 further improve the quality of the early years provision the provider should:

- maximise opportunities to enhance children's early mathematics, such as sorting and grouping items
- strengthen opportunities for children to learn about and use technology.

Inspection judgements

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

Staff meet the needs of children effectively and children make good progress in their learning. They provide a good variety of interesting activities covering different areas of learning. Staff reflect children's interests in planning. For instance, staff created a shoe and bag shop because children were very interested in carrying bags and wearing shoes. They practised their dressing skills during play with the resources. Staff observe children regularly and form suitable next steps for learning which they reflect in planned activities. They encourage children to make independent choices from a range of resources. Children's learning is enriched by a range of specialist teachers, including drama, music and sports.

Overall, children learn good skills for later use in school. During the inspection, staff taught children social skills as they played small group games where they learnt to take turns and follow instruction. For instance, they rolled a ball to each other and said the name of the person they rolled the ball to. This helped to build relationships. Staff teach children positional language. For example, they asked children to place different coloured

bricks next to, beside, and on top of other bricks. Children develop small muscle control as they pinch, squeeze and roll play dough. Staff help children to count the number of items they have made from the dough. However, staff did not make the most of role-play activities to support other mathematical skills, such as grouping and sorting. For instance, the home corner did not have any items that children could pair or group according to colour, shape and type. Staff provide a good range of materials to support children's creative expression. They use implements with good control to paint recognisable pictures, which support early writing skills. Older children recognise their names on cards and practise writing their names on their artwork. There are limited opportunities for children to learn about and use technology.

Staff provide a wide range of opportunities for children to develop their physical skills in the outdoor area. Children use two climbing frames with different levels of difficulty to practise their climbing and balancing skills. Staff play games with children to help them to learn how to aim, throw and catch. Staff provide activities to help children understand how things grow. They plant and care for bulbs in the digging area.

Children who learn English as an additional language make good progress. This is because staff use visual resources and word repetition to extend their English vocabulary. Staff learn key words in children's home language so they understand the children when they express themselves. Staff keep parents well informed of their children's progress. They provide opportunities for parents to meet with staff to discuss children's progress. Staff talk to parents each day and exchange observations, which provides good ways for parents to support their children's learning at home. Staff carry out checks for children aged two and provide written summaries for parents to keep them informed about their children's progress.

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

Children are happy and settled in this warm, nurturing nursery. Staff find out about their likes, dislikes and skills when they first arrive at the nursery to enable them to provide activities challenging activities that children enjoy. This helps children to settle well. The well-established key person system enables children to build strong, secure relationships with staff. The staff organise the nursery attractively and children are able to choose resources they want to use.

Children behave well. Staff use positive language and praise to encourage children to behave in acceptable ways. They help children to think about and try to resolve any disputes by talking to each other. Staff make regular visits with the children to a caf run by students with special educational needs and/or disabilities. These visits help teach children about diversity in society. Staff celebrate special religious or cultural events and talk to children about these occasions. This supports their understanding of different cultures and celebrations.

Children have strong independence skills. They help themselves to fruit and pour their own drinks. Staff cater for special dietary needs, which helps to ensure that children eat

suitable food. They encourage children to dress themselves, offering support when needed. Staff teach children about good personal health and hygiene. Staff reduce the risk of cross infection because they follow good hygiene routines. They take children outdoors each day for fresh air and physical exercise. This helps to promote children's understanding of a healthy lifestyle. Staff teach children to keep themselves safe. For example, they tuck their chairs in when they move away from tables to prevent accidents. Staff practise regular fire drills with the children. They learn how to react in an emergency evacuation to keep safe.

Staff work effectively with local schools and invite local teachers to visit the nursery to build relationships with children. The open plan design of the nursery helps children get to know and interact with all staff members. This means staff help children to prepare for their moves within the nursery and to school well.

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

The provider has a good understanding of their role and responsibilities in relation to the requirements of the Early Years Foundation Stage. They carries out a series of background checks on staff to assess their suitability for their roles. Staff work well together to help ensure children's safety. They carry out regular risk assessments and minimise hazards within the nursery, and on outings. This helps to keep children safe. The nursery is secure and staff know who is in the building at all times. Staff have a good knowledge of procedures to follow should they be concerned about a child's welfare. This helps to keep children protected from harm. Half of the staff team are qualified in first aid and the manager deploys them effectively to ensure they can deal with any accidents and medical emergencies.

The manager supervises staff regularly and offers good levels of support to improve staff practice. The manager identifies staff training needs and relevant courses for them to attend. For instance, staff attended a course on understanding two-year-olds, which led to the provision of spaces and dens to support their personal, social and emotional development. The manager monitors the educational programmes well. She works in the group room with staff and directly observes their practice, providing feedback as required. She checks the staffs' plans for children's development and regularly reviews observations and assessments. This helps to identify any inconsistencies for redress. Staff have a good knowledge of children that may require additional support because they track their progress well. This enables staff to offer suitable help to close any gaps in learning.

Staff demonstrate a good understanding of the benefits of working in partnerships with other professionals. They invite parents to share observations of their children and keep them informed of their children's progress. Parents spoken to at the time of inspection expressed good levels of satisfaction with the nursery. They commented that their children make good progress and like the way the staff prepare their children for school.

The provider reflects on all aspects of the nursery and has clear understanding of the

strengths and weaknesses of the provision. The manager has set clear key priorities for development of the nursery, such as to continue to enhance planning so that staff continue to meet the children's needs well. The manager has addressed all the recommendations from the last inspection, for instance children now have more independence at snack times. The nursery operates successfully and has good capacity to continue to improve the outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	123075
Local authority	Wandsworth
Inspection number	996339
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	33
Number of children on roll	31
Name of provider	Lucy Lindsay
Date of previous inspection	09/01/2014
Telephone number	020-8876-1149

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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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