

Bouncing Bees

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



Inspection date

16 April 2015

Previous inspection date

8 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The nursery benefits from a very enthusiastic manager. She has worked hard with the staff team to raise the standards of teaching and care for children. The manager implements the Early Years Foundation Stage well and demonstrates a commitment to continuously improve the quality of the service.
- The quality of teaching is good. Staff understand how children learn and plan next steps based on their observations of children's play. They support children to progress well towards the early learning goals, given their starting points and capabilities.
- Staff support children to make the move on to school with confidence. They arrange to take children to visit their new setting and discuss their individual needs with the prospective teachers.
- Staff knowledge of safeguarding is secure. They understand their responsibility to keep children safe from harm and are fully aware of who they must report any concerns to. Therefore, they protect children's welfare.
- Partnerships with parents are good. Staff involve parents in their children's learning and encourage them to share their observations from home. Staff use these to plan experiences in the nursery, which ensures that children's individual needs are met.

It is not yet outstanding because:

- Children's communication and language development is not always extended to the very optimum by staff.
- Although routines, such as snack time, are optional, staff do not give children the opportunity to share their opinions or make decisions about when they want to access it, depending on their own needs.

What the setting needs to do to improve further

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

- extend children's communication and language development to the very optimum, by maximising every appropriate opportunity to make comments and engage children in conversations, such as during meal times, so that they develop a rich vocabulary and excellent speaking skills
- explore ways of providing an area for children to access snack throughout the session, rather than at a specific time, so that they can independently make choices about whether they are hungry or thirsty and learn to manage their own needs.

Inspection activities

- The inspector observed children taking part in a range of activities and spoke with the staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager and held a meeting with her.
- The inspector checked evidence of Disclosure and Barring Service checks and suitability, qualifications and training of staff.
- The inspector looked at a range of policies, procedures, children's assessments and the nursery's self-evaluation form.
- The inspector spoke to a small sample of parents and has taken account of their views.

Inspector

Katherine Hurst

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff use their observations of children to plan fun and exciting learning experiences that promote their learning. For example, those working with the younger children plan singing and story activities for them. Children are excited and enthusiastically shake their musical instruments as they dance to the music. Staff observe that some children express themselves more freely during these types of play, rather than in free play. Therefore, they use these opportunities to support children to practise using language. All children, including those who speak English as an additional language, develop good speaking skills, which will prepare them well for future learning. They are able to communicate their wishes, and staff listen to what they have to say. However, on occasions, staff do not always maximise opportunities to extend children's language and conversational skills even further. For example, they do not consistently engage children in conversations during meal times or use discussions during play to encourage them to recall past events.

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

Children develop strong bonds with the friendly staff and seek their key person to join in with their play. This demonstrates that they feel safe and secure within the nursery. Staff praise children for their successes, which supports them to be confident and motivated learners. Staff provide a well-resourced learning environment, both inside and outside. Children enjoy playing on the trampoline in the garden, which they can use to develop their physical skills. Children are encouraged to make the choice of whether they join in with routines, such as snack time, or continue with their initiated play. There is scope, however, to provide an area for children to freely access snack throughout the session, rather than at a specific time, in order for children to learn how to respond to their own hunger and thirst needs.

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

The manager monitors and evaluates the effectiveness of educational programmes and practice. She identifies areas that are in need of improvement and puts systems in place to develop these. For example, she has recognised that staff could benefit from behaviour management training. This was discussed during a recent staff meeting and the policy was shared amongst the team to remind them of their responsibilities. The manager has made arrangements for two professionals to come and deliver training to the staff. The manager places a strong emphasis on training and developing staff knowledge. She encourages them to complete various early years qualifications, and several staff are due to complete these over the next few months. This has a positive impact on children's learning, and staff use the knowledge that they gain to enhance the quality of their teaching. There are successful systems in place to promote partnership working with other settings where children attend. Staff use an online programme to share information about children's development, which their other key person and parents can access. This promotes continuity of learning well.

Setting details

Unique reference number	EY444965
Local authority	Hertfordshire
Inspection number	1010986
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 10
Total number of places	40
Number of children on roll	36
Name of provider	Bouncing Bees Ltd
Date of previous inspection	8 April 2014
Telephone number	01992 632555

Bouncing Bees Nursery was registered in 2012. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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