

# Bees Knees Day Nursery and Pre-School

97 Connaught Road, Reading, Berkshire, RG30 2UE



## Inspection date

16 May 2017

Previous inspection date

6 December 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The organisation of the environment for the younger children does not consistently stimulate children's interest in exploring and learning.
- The quality of teaching is variable. Some staff do not have high expectations of what children can do. Therefore, they do not always promote children's learning as well as they could do.
- The procedures for tracking children's progress are not developed sufficient well. Therefore, the manager is unable to identify exactly where there are gaps in children's learning.

### It has the following strengths

- Leaders and managers have identified training needs and they have begun to support staff in developing their skills and knowledge. Many of the changes introduced to bring about improvement are still in their early stages. However, they show a secure foundation to build on.
- There are effective partnerships in place with parents and other professionals. These relationships enable staff to work collaboratively with others to provide additional support for those children who need it.
- Children's emotional development is supported well. Staff provide a nurturing environment, where children feel secure.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ improve assessment procedures to identify where there are gaps in children's development and how different groups of children compare in order to promptly target the support required	03/07/2017
■ improve the organisation of the environment in the rooms for younger children; provide activities that challenge children's thinking and stimulate their interest in exploring and learning	03/07/2017
■ improve the quality of teaching to ensure that all staff have high expectations of what children can achieve.	03/07/2017

## Inspection activities

- The inspection was scheduled. However, we also conducted the visit as a result of concerns we received.
- The inspector carried out a joint observation with the support manager in the baby room to assess the quality of teaching and support for children's learning.
- The inspector observed the quality of teaching both indoors and outdoors to assess the impact on children's learning.
- The inspector held a meeting with the members of the senior management team and kept them updated throughout the day.
- The inspector spoke to parents, staff and children at appropriate times throughout the day.
- The inspector sampled a range of documentation, such as records of children's learning and progress, risk assessments and suitability checks.

### Inspector

Maria Conroy

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The nursery have recently had a change of manager. She is well supported by experienced senior leaders to help drive improvement. Effective training, supervision and mentoring have motivated staff and this is beginning to have a positive impact on their practice. For example, the babies' lunchtime routine has improved. As a result, meals are ready when babies are seated and they enjoy a sociable experience. Safeguarding is effective. All staff have completed training. They demonstrate a secure understanding of how to protect children and keep them safe. Robust recruitment procedures ensure that those working with children are suitable to do so. Risk assessments have recently been reviewed, following a complaint. The provider completed a full investigation. As a result, a decision was made that building work will not be completed when children are present. This removes the risk of harm and ensures the areas used by the children are safe and suitable.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff do not always provide opportunities within the daily routine to help children develop their independence skills. For example, staff feed the babies during mealtimes. Assessment procedures to monitor children's progress are in the early stages of development and new systems for planning have recently been introduced. Staff are beginning to improve the links with parents to find out about children's interests. This enables them to plan activities to support children's individual needs and interests, such as the arrival of a new baby. Where teaching is better, staff enable older children to explore a range of materials during an art activity. They ask some open-ended questions to help children think for themselves. Staff support children with additional needs well. They work with other professionals in order to gain a better understanding of how to support individual children's learning.

### Personal development, behaviour and welfare require improvement

The play areas used by the younger children are not always organised sufficiently well. Therefore, on occasion not all children are engaged in meaningful play. Children generally behave well. Staff support children in learning how to solve problems, such as how to share the same toy. Staff are vigilant in relation to staff deployment. For instance, they check there are sufficient staff in the garden in order to supervise children and keep them safe. Children form close bonds with the staff who care for them and show they feel secure. For example, babies enjoy cuddles with the staff they are familiar with. Consequently children are emotionally prepared for their future learning.

### Outcomes for children require improvement

The weaknesses in the quality of teaching slows the progress children make in their learning. Children enjoy playing outdoors. Older children use their imagination during water play. For instance, they make food to feed their dinosaur. Toddlers develop their physical skills through planned activities. For example, they enjoy pressing the nozzle to make the shaving foam come out of the container. Children tell the staff it looks like 'ice-cream'. Babies engage in sensory experiences, such as tasting different fruits.

## Setting details

<b>Unique reference number</b>	EY260405
<b>Local authority</b>	Reading
<b>Inspection number</b>	1082397
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	57
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Kingsclere Nurseries Limited
<b>Registered person unique reference number</b>	RP900875
<b>Date of previous inspection</b>	6 December 2016
<b>Telephone number</b>	01189 590364

Bees Knees Day Nursery registered in 2010. It is one of a number of nurseries owned by Kingsclere Nurseries Limited. It is situated in West Reading, Berkshire and is open Monday to Friday from 7am to 7pm, all year round. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. There are 18 members of staff working with the children. Of these, nine hold early years qualifications.

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