

Inspection of Mr Bee's Springwood

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

Inspection date:

1 July 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are confident and, overall, they behave well. They are learning to manage their own feelings and behaviours, and on the occasions when they struggle to share, staff sensitively step in to support. Children form close bonds with staff and each other. Management and staff are sensitive to the possible effects of the COVID-19 (coronavirus) pandemic on children and their families. They maintained contact with families during each national lockdown and have adapted what they offer to ensure children can continue to attend safely.

The curriculum covers the seven areas of learning, with indoor resources being well presented. Children have lots of opportunities to be outside. However, several activities outdoors are not clean, well presented or sufficiently resourced to capture and sustain children's interest. At times, particularly when all children are grouped together, their needs are not well met and staff do not support children's learning to a high enough level.

Staff routinely observe children and can identify some next steps in learning. However, they do not always assess children's levels of development accurately enough. Despite this, children have opportunities to develop their basic skills. For example, they play cooperatively as they role play in the 'hairstressing salon' and explore the outside mud kitchen. Children experiment with colour as they paint with brushes and water. They balance on stepping stones and practise their early writing skills as they make marks with crayons. Children develop mathematical awareness as they count and compare through activities and routines.

What does the early years setting do well and what does it need to do better?

- Children listen intently to favourite stories, which staff read with different tones of voice. Some small-group activities, such as a memory game, are organised effectively. At these times, staff encourage turn taking, provide commentary and correctly repeat words that children mispronounce. This supports children's speech and builds their confidence. However, teaching is inconsistent, particularly when all the children come together in a large group. Staff do not manage to capture or maintain all of the children's attention. As a result, some children become distracted and wander off, and learning is interrupted.
- Routines around meal and snack times are not used to best effect. Staff focus too much attention on tasks as opposed to engaging with the children and extending their learning. During lunchtime, while sufficient staff are present, they mostly supervise children from a standing position instead of getting down to their level, role modelling or engaging in social interactions and conversations with them.
- A new manager was appointed towards the end of 2020. He has made some

changes and improvements and has additional plans for the future. Staff receive supervision, complete mandatory training and have opportunities to attend in-house and external training. However, the manager does not have a good enough overview of the delivery of the curriculum. Not enough attention is given to ensuring observations of children and assessments of their progress are accurate. As a result, gaps in children's learning, particularly with regard to speech and language, are not addressed swiftly enough.

- Children develop their independence and self-care skills. They choose from a range of activities. Children enjoy nutritious snacks and have a go at pouring their own drinks. They know and understand what happens next and are learning to help to tidy up. Children use the toilet and wash their hands independently. Staff recognise children's efforts and achievements and offer praise.
- Children with special educational needs and/or disabilities are included. Staff engage well with other agencies and appropriate use is made of additional funding to support individual children. Moves into school are well managed. School teachers are invited to visit. Staff read stories about going to school and provide resources, such as uniforms for children to try on.
- Partnerships with parents are strong. Parents have access to a wide range of good-quality information. Key persons get to know the children and their families from the start. They exchange information, share children's daily activities and keep parents fully informed. Parents feel well supported and comment that the staff are very friendly, and that their children enjoy attending and are 'learning a lot'.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff have a secure understanding of their roles and responsibilities. They demonstrate a secure knowledge of safeguarding and can recognise possible signs that a child may be being abused. Staff receive regular training and have a good understanding of wider safeguarding issues. They know and understand how to follow safeguarding procedures and work effectively with other agencies to ensure children's welfare is promoted. Robust recruitment and vetting processes ensure all adults are suitable to work with the children.

What does the setting need to do to improve?

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

	Due date
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improve the monitoring of the provision and ensure that good use is made of observations and assessments of children's progress, to swiftly identify and address gaps in learning	01/10/2021
support staff to improve the planning, presentation and delivery of the curriculum, in order to better promote the learning and development of all children attending.	01/10/2021

Setting details

Unique reference number	EY561754
Local authority	Norfolk
Inspection number	10191216
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 10
Total number of places	48
Number of children on roll	145
Name of registered person	Mr Bee's Family Centre (King's Lynn) CIO
Registered person unique reference number	RP561752
Telephone number	01553766661
Date of previous inspection	Not applicable

Information about this early years setting

Mr Bee's Springwood registered in 2018. The nursery employs seven members of staff, all of whom hold appropriate early years qualifications at level 3 or above. The manager is qualified at degree level. The nursery opens from Monday to Friday all year round. Sessions are from 7am to 6pm. The nursery provides funded education for two-, three- and four-year-old children. It also runs out-of-school sessions on site, for children aged up to 12 years.

Information about this inspection

Inspector

Dawn Pointer

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together and discussed their curriculum and what it is that they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the nominated individual for the nursery. The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector spoke to a sample of parents during the inspection and took account of their views.

We carried out this inspection 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.

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