

# Inspection of Mr Bee's St Augustine's

St. Augustines Centre, Columbia Way, King's Lynn, Norfolk PE30 2LB

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Inspection date: 5 October 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children, many of whom are learning to speak English as an additional language, develop warm, trusting relationships with staff. The atmosphere is relaxed and welcoming. Children who find it hard to separate from their parents are particularly well supported. Their key person remains calm and reassuring and, as a result, children soon settle and enjoy their pre-school experience.

Children have daily opportunities to play outside, regardless of the weather. They use their imaginations in the well-equipped outdoor kitchen. They dig and scoop up the wet mud into pots, pretending to make cakes. Children learn how to take safe risks and take turns as they climb steps and wait to slide down the slide safely. They pedal their cars around the outside track, learning which way to go to avoid a collision.

Children show perseverance as they work out how to fit pieces of a puzzle together. They practise early writing skills as they draw with a range of crayons. Children listen carefully as they snuggle in for an impromptu story, joining in with familiar refrains. They move their bodies as they sing the nursery's handwashing song. Staff weave learning opportunities for mathematics into daily routines. This helps children to count with confidence and name shapes, such as 'rectangle' and 'star'. Children learn how to behave because staff model expected behaviour, offering praise when children achieve.

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

- Managers and staff are sensitive to the potential effects of the COVID-19 (coronavirus) pandemic on children and their families. They have worked hard to maintain contact and provide support and activities for children to complete at home with their parents.
- The recently appointed acting manager leads her staff team well. There is a clear intent for learning and she oversees the delivery of the curriculum effectively. Staff receive supervision to monitor their practice and support their well-being. There is a good programme of professional development to further enhance staff knowledge and skills.
- All children benefit from an inclusive curriculum. Children with special educational needs and/or disabilities are well supported. Some staff have undertaken specific training, to ensure they offer the best learning opportunities. Staff find out about the children before they start and they make good use of information to plan a range of experiences to capture children's interest. This includes attention to the physical environment and the presentation of resources, many of which are low level and accessible. Children choose what they want to play with and later, when the 'tidy-up bell' is rung, they learn to

put toys back in the correct place.

- Staff chat easily with the children. They provide commentary about what children are doing as they pretend to put diesel in their lorry to make it move. Staff have gathered familiar words in some of the children's home languages and have recently introduced sign language, to support those children who find it harder to communicate. However, staff do not always help children who find it difficult to articulate some sounds to pronounce words correctly. At times, children do not have enough time to practise speaking skills, and staff are too quick to pose another question before children have time to think and respond to the previous one.
- Staff maintain eye contact and show kind facial expressions as they play alongside the children. This helps children to feel secure and confident. Children are learning some independence skills. However, at times, staff miss teaching opportunities to extend children's learning and support them to resolve their own minor conflicts. That said, staff help children to understand about their own feelings and those of others. Children show genuine concern for one another as they collect their friend's water bottle, when they see they are thirsty.
- Staff work well with parents, who are complimentary about the service on offer. Parents are kept well informed about their children's learning and development, supported by an online application. They are provided with ideas to further extend their children's learning at home, practical support when toilet training their children, and guidance when their children transition on to school.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their responsibility to keep children safe. There are robust child protection policies and procedures in place, including for allegations against staff, which are adhered to. Staff receive regular training in child protection. They can recognise possible indicators of abuse and understand the risks posed to children by exposure to extreme views or practices. Staff know how to report concerns if they feel that a child's well-being is at risk. Comprehensive recruitment procedures are followed and staff are appropriately vetted.

## What does the setting need to do to improve?

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

- support children, particularly those who speak English as an additional language, to further develop their language skills and give them plenty of time to think, formulate answers to questions and practise their speaking and pronunciation skills
- support staff to make the most of teachable moments in order to further extend

children's learning, help children to become more independent and support them to begin to resolve their own conflicts.

## Setting details

<b>Unique reference number</b>	EY561755
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10194348
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Mr Bee's Family Centre (King's Lynn) CIO
<b>Registered person unique reference number</b>	RP561752
<b>Telephone number</b>	01553816907
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Mr Bee's St Augustine's registered in 2018 and is located in King's Lynn, Norfolk. The nursery employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The nursery is open between 9am and 3.30pm from Monday to Friday, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Dawn Pointer

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to all staff at appropriate times during the inspection.
- The inspector spoke with the manager about the leadership and management of the setting.
- 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 carried out a joint observation of an activity with the manager.
- The inspector spoke with a number of parents and took account of their views.
- The inspector sampled relevant documents, including evidence of the suitability of staff working in the setting.

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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