

# Inspection of Bumble Bee Nursery School

The Bumble Bee School, The Crypt, Church of the Ascension, Pountney Road,  
London SW11 5TU

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Inspection date: 20 October 2021

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

Children arrive at nursery highly motivated and very eager to learn. They benefit greatly from taking part in rich experiences, such as science projects, sport, and music activities. Children delight in recalling their previous learning, such as a recent trip to a local woodland. They share their wonderful experiences and talk enthusiastically with staff about 'the big puddles' and 'many leaves' they saw during their outing.

Staff are extremely successful at creating a culture that enables children to develop their emotional literacy to the highest level. They give children ample time to express their thoughts and feelings. This helps children to feel safe and secure. For instance, older children show great confidence in saying they feel 'joyful' and 'silly'. While others do not hesitate to say, 'I am not sure how I feel' or 'I don't know'. Children have very close attachments with staff. They respond positively to lots of meaningful praise and encouragement. Children develop a very strong sense of emotional well-being.

All children are physically active and display high levels of independence. They become adept at serving fruit at snack time and helping staff to tidy away the toys. Children's behaviour is superb. As an example, during snack time, children offer staff some crackers without being prompted, showing their sensitivity and extremely caring nature. Children are very happy learners and have excellent attitudes to learning. They consistently display genuine enthusiasm in many activities, such as when writing for different purposes or making animal dens.

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

- Leaders are highly inspirational. They have the highest expectations of everyone within the nursery, which they communicate extremely well to staff, parents, and children. Staff report that they receive focused and highly effective support and guidance.
- Staff collect a wealth of information from parents and spend ample time to get to know children. Their precise observations and assessments of children's learning helps them to identify and close any gaps in children's learning swiftly. As a result, children, including those who speak English as an additional language, make rapid and sustained progress from their various starting points.
- Staff work very closely with parents. They keep parents fully informed about all aspects of their children's care and learning. Parents are extremely positive about the staff and the work they do. They are particularly delighted about the high levels of care and attention their children receive.
- Staff are very good at promoting children's understanding of mathematical concepts. One of the ways they do this is by incorporating numbers during play

and planned activities. They encourage children to count, identify shapes and solve simple addition and subtraction problems.

- The personal care and hygiene routines are securely embedded in practice. Staff are very good at engaging children in conversations about good health and hygiene that teach children how to keep themselves fit and healthy.
- The teaching of equality and diversity is highly effective. An excellent example of this was observed when a parent visited the nursery to read a story to children in English and Mandarin. Children listened carefully and laughed with excitement as they learned about animal names and counted from one to 10 in another language. Children gain a full awareness of similarities and differences between people.
- Children's behaviour is superb. Those who are unable to manage their behaviour when they first arrive at nursery receive targeted support and reassurance. As a result, children settle quickly and their behaviour improves, often significantly.
- Leaders consistently evaluate the already excellent provision. As an example, following the COVID-19 pandemic, they reviewed the settling-in procedures rigorously to ensure children, as well as their parents, receive the right levels of support and care.
- Children make huge strides in their language and communication skills. They practise speaking and writing at every opportunity. As a result, many children are highly confident speakers and are able to write their own names in readiness for school.
- Staff receive ongoing professional development. They talk passionately about gaining higher qualifications to enhance their teaching knowledge. Recent training has made an exceptionally valuable contribution to securing staff's skills, particularly in establishing close relationships with the children. This has a great impact on children's emotional well-being.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a superb knowledge of what to look out for if children are at risk, being drawn into extreme views and behaviours, or if they become victims of criminal exploitations. They are extremely confident in reporting any safeguarding concerns to relevant agencies. There are robust procedures that staff undertake to ensure their suitability to work with children. Staff are extremely vigilant in their supervision of children, which helps to keep children safe at all times. Parents receive plenty of advice and guidance from staff to help protect their children online.

## Setting details

<b>Unique reference number</b>	EY406441
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10138239
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	34
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	The Kindergartens Limited
<b>Registered person unique reference number</b>	RP903415
<b>Telephone number</b>	01622833331
<b>Date of previous inspection</b>	27 April 2016

## Information about this early years setting

Bumble Bee Nursery School registered in 2011. It is situated in the London Borough of Wandsworth. It is open during term time only, from 8.45am until 4pm, Monday to Friday. There are eight staff members; one holds early years professional status, one holds qualified teacher status, and five other members of staff hold relevant childcare qualifications between level 2 and level 4. The nursery receives funding for the provision of free early education for children aged three- and four-years-old.

## Information about this inspection

### Inspector

Marisol Hernandez-Garn

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the setting.
- The inspector and senior leader completed a learning walk and discussed how staff organise the early years provision to support children's learning.
- Parents and staff spoke with the inspector to share their views on the setting.
- The inspector carried out two joint observations with the manager. Together, they observed the quality of education during activities and assessed the impact these have on children's learning and development.
- Interactions between staff and children were observed in the inside and outside environments.

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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