

# Inspection of Sundon Park Bizzie Bees

Lealand Youth Wing, Lealands High School, Sundon Park Road Luton, Bedfordshire  
LU3 3AL

---

Inspection date: 9 November 2021

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

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

### **The provision requires improvement**

Children are happy and content to come into pre-school. Staff plan a range of activities using the children's interests. For example, when children talk about the different foods they eat at firework displays, staff decide on an activity involving the vegetables that can be made into soup. However, children's learning is limited, as staff do not always provide children with sufficient challenge to support their good progress. As a result of this, children are not always engaged and learning opportunities are missed.

Children understand the pre-school routines and rules. Children show they are independent in routine activities. For example, at snack time, children use signs to help them select snack. This embedded routine sees even the youngest children empty their plate and place it in the washing up bowl. Staff form strong bonds with the children in their care. They are quick to comfort them with cuddles and reassuring words when needed.

Children behave well and are polite to each other. Staff act as positive role models. They provide guidance to help children to behave well and to support their well-being. Children show kindness and are willing to help each other. For example, children help each other to look for their water bottles when they want a drink. Children show excitement at finding a real spider. They share magnifying glasses to help them find it as it runs away. Children sing 'Incy Wincy Spider' as they search for the real one.

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

- Leaders are developing the curriculum. Their intention is clear, but the staff do not fully understand how to implement the plans. Therefore, children are not getting experiences that challenge and extend their learning.
- Leaders recognise the well-being needs of the children. They understand the importance of following children's interests. This is evident through 'Floor Book' time. Children share their interests and knowledge in their key-person groups. This helps staff to understand children, but they fail to identify what children need to learn next.
- Staff assess children's development through observations. However, they do not use these assessments well to help children make the best possible progress. For instance, staff are not always clear about what they want children to learn. On occasions, staff do not build on what children already know and can do. This means that children's learning is not promoted as effectively as possible.
- Children are starting to develop important independence skills. They take off their own coat, help themselves to water when they need a drink and join in with the activities of their choice. However, staff are too quick to intervene when

children are problem-solving. For example, when children try to work out how to mend a ripped £5 note, staff quickly suggested tape to mend it. Although the tape suggested is not immediately available. This prevents a potentially wonderful opportunity for children to explore independent critical thinking.

- Staff frequently use mathematical language with the children. It is part of their everyday routine. For example, they count the legs on a spider, prepare children for tidy-up time and describe children's construction as tall. This helps to make children confident to use mathematical language in play.
- Staff comment that they feel valued by leaders. There is a clear sense of teamwork as staff positively support each other. The leader meets regularly with staff to talk to them about how they are performing within their roles. Staff and leaders identify training that would improve staff knowledge and benefit the children. Staff attend training including that to promote children's speech and language skills. However, this training is not put into practice and children are not consistently supported to make rapid progress.
- Partnership with parents is a strength. Staff work closely with parents to support children settling into the setting. Every child's settling-in visits are different and the needs of the children take priority. This can be a change of key person or staggered hours until a child settles. This allows children to get used to pre-school life at their own pace and to build good relationships with staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of how to keep children safe from harm. They recognise the main types of abuse and the signs and symptoms that would alert them to a child being abused or mistreated. They have completed safeguarding training. They update their knowledge during regular staff meetings. This includes information and training on wider safeguarding issues. Staff are clear about the whistle-blowing policy and know where to find contact details to report any incidents. Leaders ensures that safe recruitment procedures are followed and check regularly that staff remain suitable

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

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

- support staff to understand the pre-school's curriculum intent and how to implement it
- use training to support children to develop speech and language skills
- use staff supervisions and observations to identify and address weaknesses in practice and knowledge so that all staff consistently meet children's learning needs
- provide extra challenge for children and build on what they already know and

can do, in order to extend their learning to a higher level

- provide more opportunities for children to think for themselves to develop their independence and critical thinking.

## Setting details

<b>Unique reference number</b>	EY295059
<b>Local authority</b>	Luton
<b>Inspection number</b>	10073456
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Lawrence, Julie Ann
<b>Registered person unique reference number</b>	RP513554
<b>Telephone number</b>	07790 031 394
<b>Date of previous inspection</b>	3 May 2016

## Information about this early years setting

Sundon Park Bizzie Bees registered in 2004. It operates from a secure self-contained room on the campus of Lealands Secondary School. The pre-school employs five members of childcare staff. Three hold appropriate early years qualifications at level 3 and one holds a Foundation Degree. The pre-school opens from 9am to 12 noon on Monday and Friday and from 9am to 3pm on Tuesday, Wednesday and Thursday, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Annette Franklin

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID 19 pandemic began. The inspector discussed the impact of the pandemic with the leader and has taken that into account in their evaluation of the provider.
- The leader joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their 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.
- Staff spoke to the inspector during the inspection.
- The leader and the inspector carried out a joint observation of an activity.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working with children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021