

# Inspection of Bumble Bees/ Coccinelle

73 Haydons Road, Wimbledon, London SW19 1HQ

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Inspection date: 5 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children develop strong relationships with the staff and they settle quickly on arrival. Older children demonstrate high levels of confidence and independence as they move around the playroom to explore the wide range of resources accessible to them. Children display very keen interests in their play and they also learn to make decisions about what they want to do. For example, children spend a long time making marks on paper, developing their imagination as they give meanings to the marks they make.

Children are happy and have enjoyable and valuable play and learning experiences. They show a positive attitude to learning and are motivated to explore. For example, children use a range of tools to manipulate dough, confidently talking about what they are making and how they are doing it. Children make good progress. However, staff are not fully confident in their curriculum to ensure children make the best possible progress.

Children's behaviour is good. They learn about the nursery rules and boundaries and what is expected of them. Children are kind and friendly towards each other. Staff regularly praise them for sharing and being kind to others.

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

- The staff team regularly reflect on their practice and make improvements to benefit children. They provide support for less-experienced staff to build on their skills and enhance learning experiences for children. Staff have high expectations of all children. As a result, all children, including those who speak English as an additional language, make good progress from their starting points.
- Staff are positive role models for children. They show interest in what children choose to do, respond to their emotional needs and get fully involved in their play.
- Mathematics is embedded and woven throughout children's play activities. Younger children explore construction toys and are encouraged to use positional language as they fit pieces together. Older children enjoy mixing paints and learn what happens when they add more paint to make it lighter or darker. They learn mathematical concepts and use this language throughout their play.
- Staff complete regular training and courses to strengthen their skills. For example, staff have recently completed a course to support children with special educational needs and/or disabilities. As a result, staff have started to provide children with small group activities that focus on reducing gaps in their communication and language.
- Children relate well to each other. They are learning to choose their favourite

activities and follow their interests. For example, young children enjoy playing in the sand as they learn how to use the tools to build sandcastles, developing their physical skills. Older children enjoy completing puzzles as they work out where the pieces go and which ones fit together.

- Staff encourage good hygiene procedures to help tackle the spread of infections. As a result, children learn why it is important to wash their hands regularly. Children have regular access to learn in the fresh air to support their health and well-being.
- Leaders place a high priority on staffs' well-being. Staff are happy and feel well supported in their roles. They have regular staff meetings and opportunities to share their views and opinions.
- Staff work effectively to develop children's communication skills. They model language with children, introduce new words and ask questions to extend their learning.
- Overall, children benefit from an interesting and well-balanced curriculum. Staff have a good understanding of how children learn and confidently articulate what they want children to learn during their time at nursery. However, the curriculum is not fully embedded to make sure all children make the best possible progress.
- Staff use a range of methods to exchange information with parents about what children do when they are at nursery and how they are developing. However, some parents do not feel they have enough information from staff about how they can support their child's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. All staff have completed safeguarding training, ensuring children's safety and protection are a priority. Staff understand and recognise signs and symptoms that may indicate a child is at risk of neglect or abuse. Safer recruitment procedures are in place and checks are completed to ensure the ongoing suitability of staff. Staff carry out daily checks of all areas to always ensure children's safety. All staff are trained in paediatric first aid.

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

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

- build on staffs' understanding of the curriculum to ensure activities are tailored to children's individual needs, so they can make the best possible progress
- develop further the exchange of information with parents about how they can appropriately support their child's learning at home.

## Setting details

<b>Unique reference number</b>	EY439764
<b>Local authority</b>	Merton
<b>Inspection number</b>	10201726
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	29
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Coccinelle Limited
<b>Registered person unique reference number</b>	RP906478
<b>Telephone number</b>	02085407775
<b>Date of previous inspection</b>	9 November 2018

## Information about this early years setting

Bumble Bees/Coccinelle registered in 2011. It is located in Wimbledon, in the London Borough of Merton. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year and is closed on public bank holidays. It receives funding to provide free early education for children aged two, three and four years. There are five members of staff, of whom four hold appropriate early years qualifications.

## Information about this inspection

**Inspector**  
Becky Phillips

## 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 provider.
- The inspector completed a learning walk with the deputy manager to understand how the early years provision and the curriculum are organised.
- The inspector observed the interactions between staff and children and considered the impact on children's learning.
- The deputy manager took part in a joint observation with the inspector.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.
- Various documents were sampled during the inspection, including staffs' qualifications and a range of policies and procedures.

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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