

# Inspection of Bees Knees Nursery

20 Park Street, Bootle, Merseyside L20 3DG

---

Inspection date: 21 June 2022

---

## **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

Inadequate

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

### **The provision requires improvement**

The quality of teaching is not consistent across the nursery. Some staff do not fully support children in leading their own learning. Furthermore, they do not always plan activities that capture and ignite children's different interests or provide an appropriate level of challenge. For example, children explore different sounds that musical instruments make when playing outdoors. They shake and bang the instruments as they join in with songs and rhymes. However, children quickly lose interest and become disengaged.

While staff model language well, sometimes they ask too many questions that only require a one word response. This does not support children to think further for themselves, problem solve and share their ideas. That said, staff caring for babies speak to them clearly and respond to their babbles appropriately. For example, they sing to the babies and repeat words. This helps to support babies' speech development.

Since the last inspection, the provider has improved the key-person system. Children are happy, safe and enjoy their time at the nursery. They play alongside each other, and they demonstrate positive attitudes. Staff meet the children's individual care needs effectively. Babies settle quickly and demonstrate high levels of engagement. They eagerly explore textures of dough and sand using their senses. Staff celebrate children's successes. For example, they clap with the children when they fill a sand mould and they praise them when they share with their friends. This helps to develop children's self-esteem.

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

- Children are making some progress in their learning and development since the last inspection. They develop some key skills to prepare them for their next stage in learning. However, staff's knowledge of the learning and development requirements is limited. Staff do not always consider what children already know and can do. At times, they do not target the children's next step precisely enough on what children need to learn next. This means children do not make as much progress as possible.
- The support for children with special education needs and/or disabilities (SEND) has improved. The newly appointed special educational needs coordinator (SENCo) has provided additional training to help staff to identify the individual needs of children with SEND. The SENCo and staff have also introduced visual timetables to help support children's understanding of what is happening now and next. However, some children with SEND are not making the progress they are capable of because the quality of education is not consistently good throughout the nursery.

- Staff have positive relationships with parents. Parents compliment the setting, stating that 'the staff are wonderful'. Staff share information with parents in a variety of ways and keep them updated on their children's learning and development. However, they do not gather enough information about what children already know and can do when they first start at the setting.
- Children enjoy playing in the outdoor area. For instance, they peddle trikes and climb on the outdoor equipment. However, staff do not always offer as many opportunities to fully build on the development of children who prefer to play and learn in an outdoor environment.
- Staff support children's independence skills well. For example, children learn to put on their coats and shoes. Older children access the toilet independently. All children wash their hands before food and after personal care routines. Children serve themselves healthy, nutritious food at snack and lunchtime.
- Children learn to share and take turns. They follow the nursery rules, such as walking inside. Children understand what makes them unique. Staff support children to learn about different cultures and ways of life. Therefore, children learn about the diverse world around them. Children in the pre-school room learn to care for the nursery tortoise. They understand what it needs to stay healthy.
- The provider has developed their induction and training process for new staff members. They have also developed their ongoing staff supervision arrangements. The provider has identified some next steps for staff's professional development and provided some training opportunities. They have a detailed and ongoing action plan to identify the weaknesses in the quality of staff's interactions with children. However, this is yet to be embedded throughout the nursery.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provider and manager understand their safeguarding responsibilities and they share the knowledge they gain on their training with the staff team. Staff supplement their knowledge and understanding with the completion of online courses. They know the signs of abuse and neglect and the referral procedures to follow if they have a concern about the welfare of children. Staff are aware of their responsibilities to prevent children from being drawn into situations that may put them at risk. Procedures for recruitment and selection meet requirements. The premises are safe and secure, so children cannot leave unsupervised and unauthorised visitors cannot gain access. Staff identify and successfully minimise potential risks, indoors and outdoors.

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

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

	<b>Due date</b>
improve and monitor the implementation of the curriculum to ensure all children, including those with SEND, benefit from challenging learning opportunities that support them to make the progress they are capable of	26/07/2022
ensure that staff receive ongoing training and support to deepen their knowledge and understanding of how young children learn.	26/07/2022

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

- obtain further information from parents about what their children already know and can do, to support their individual learning needs right from the start
- enhance the learning opportunities in the outdoor areas to offer children, who prefer to learn outside, more quality play and experiences.

## Setting details

<b>Unique reference number</b>	EY474875
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10230104
<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>	0 to 4
<b>Total number of places</b>	109
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Parkland Partnership
<b>Registered person unique reference number</b>	RP909098
<b>Telephone number</b>	01519333596
<b>Date of previous inspection</b>	7 February 2022

## Information about this early years setting

Bees Knees Nursery registered in 2014. The nursery employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, nine at level 3 and one at level 4. The nursery opens Monday to Friday from 7.30am to 6pm for 51 weeks per year. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Suzy Marsh

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education and the impact this has on children's learning.
- The managers and inspector completed a learning walk around the nursery.
- A meeting was held with the SENCo.
- The inspector spoke to parents during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the management team and discussed improvements made since the previous inspection.
- The inspector spoke to staff and children at appropriate times throughout the inspection.

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 2022