

Inspection of Sundon Park Bizzie Bees

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

Inspection date: 9 November 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Requires improvement |

What is it like to attend this early years setting?

The provision is good

Children are highly familiar with the routine at the setting. They learn to work together collaboratively. For example, children stop immediately when a staff member rings the bell and everyone helps to tidy up the room. This supports children to understand the importance of looking after the toys and their learning environment.

Children demonstrate that they feel safe and secure in the care of the staff, such as when they participate in an unplanned fire evacuation. Staff ensure that they have everything they need and follow their protocols precisely. Children and staff remain calm throughout and staff make the most of the opportunity to build on children's learning outside. For example, they engage the children in games and nursery rhymes as they wait to go back inside once it is safe to do so.

Changes made since the previous inspection benefit the children greatly. Children focus well and enjoy the activities staff provide. They make choices and think for themselves. For instance, children choose whether they would like to have snack or not and record their decision on a board. Staff value their choices, gently checking in with the children to ensure that they still access water even if they do not want anything to eat. This supports children's well-being effectively.

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

- Staff know the children well and understand each child's individual needs and abilities. Strong relationships between the staff and parents contribute positively towards this. Staff hold regular discussions with parents, identifying any areas where children may need further support. Staff then adapt their expectations accordingly. For example, staff encourage children to say good morning when they call their name at registration. They know that some children find this challenging, so encourage these children to wave rather than respond verbally. This helps each child to feel valued and included in all aspects of the daily routine.
- Children are actively involved in the planning process with staff. For instance, they complete 'floor books' together at the start of a new topic so that children can share what they already know. This supports staff to identify appropriate next steps for children's learning and ensure that activities are relevant and engaging for children.
- Staff provide children with new experiences and spark their curiosity. For instance, they thoughtfully arrange the role play area to include a variety of real household items, which some children may not have seen before. Staff speak to children about the objects and the purpose of them, correcting any misconceptions children may have. Staff incorporate children's emerging

interests swiftly. For example, when children speak about local building sites and roadworks, staff add relevant resources to the outdoor environment to support children's understanding of this topic.

- Staff are highly reflective and communicate well. They have regular one-to-one meetings with the manager. Any emerging training needs are swiftly supported. For instance, the deputy manager is relatively new to her role and has already completed training to support her with her new responsibilities. The well-being of staff is a priority to both the owner and the manager. They regularly check in with staff to ensure that they are alright. As a result, staff feel well supported and are happy in their roles.
- Children learn to become effective communicators. Staff incorporate relevant language into activities. They encourage children to sit together at snack time and participate in discussions. Staff explain concepts well to children. For instance, they speak in detail about the process of ice melting. Children confidently join in with familiar phrases in stories, which they listen to with great enjoyment.
- Children behave well. They listen to the instructions that staff give them. They discuss the rules of the setting as part of their morning group time. However, occasionally, staff do not remind children to follow these rules. For instance, they do not remind children to use 'walking feet' indoors as they move around or explain why this is important. As a result, children are less likely to be able to remember what the rules are and follow them instinctively.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of their roles and responsibilities to safeguard children. They receive training regularly. This helps them to identify the possible signs of abuse and neglect. They are aware of wider safeguarding issues, such as how to identify children who may be at risk of exposure to extreme views or behaviours. Staff know the process to follow to raise concerns regarding children's welfare and how to escalate their concerns further to external agencies. They understand how to raise concerns regarding their colleagues should they need to.

What does the setting need to do to improve?

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

- support children to consistently follow the rules and help them to understand why these are important.

Setting details

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| Unique reference number | EY295059 |
| Local authority | Luton |
| Inspection number | 10216132 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 32 |
| Number of children on roll | 16 |
| Name of registered person | Lawrence, Julie Ann |
| Registered person unique reference number | RP513554 |
| Telephone number | 07791 515503 |
| Date of previous inspection | 9 November 2021 |

Information about this early years setting

Sundon Park Bizzie Bees registered in 2004. The setting employs three members of childcare staff. All hold appropriate early years qualifications at level 3. The setting opens from 9am to midday on Monday and Friday and from 9am to 3pm on Tuesday, Wednesday and Thursday, during term time. The setting provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jenny Hardy

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 deputy manager and inspector completed a learning walk together where they discussed the curriculum and intentions for children's learning.
- The manager and inspector jointly observed staff interactions with children. They discussed the impact of these interactions on children's learning and development.
- Parents spoke to the inspector and their views and comments were considered.
- The inspector looked at documents relating to the provider's registration and the suitability of the staff.

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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