

# Inspection of Bumble Bees Day Nursery Limited

21 Inglis Road, Ealing, LONDON W5 3RJ

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Inspection date: 15 December 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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	Good

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

### **The provision is outstanding**

Leaders have developed an inspiring and ambitious curriculum which permeates through the nursery, allowing parents, children and staff to work in partnership on their vision of high-quality care and education.

Children thrive at this nursery. They have their voice heard and celebrated. During conversations with staff they say 'that was my voice' when they have answered something correctly. This shows they are valued. There is an outstanding approach to developing children's oral skills. Children enjoy reading books and listening to poems and rhymes, they take part in storytelling and act out scenes of familiar stories. Children with English as an additional language or special educational needs and/or disability (SEND), are consistently supported through high-quality visual aids and development plans. As a result, new words are rapidly learnt and explored in a variety of contexts.

Staff have extremely high expectations for children's behaviour, and the behaviour is exemplary. Children demonstrate positive attitudes to learning, are polite and considerate. They understand how important it is to look after their environment, and show this by caring for endangered stag beetle larvae they found under logs in the garden.

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

- Leaders are exceptional role models, who regularly review the impact of their curriculum to ensure children's experiences are high quality. The environment is worthy of sharing with others. Staff feel valued, and talk about how leaders listen to their interests, and consider what training opportunities can further develop their already high-quality interactions.
- Staff meticulously plan activities for children to be confident and capable. They build on children's curiosity of the world around them, and encourage children to recycle and make pledges to look after their planet. Staff ignite love of the outdoors in children, as they attend forest school sessions. They understand that information is retrieved from non-fiction books and independently create habitats for frogs, after finding tadpoles in the pond.
- Children are given a rich set of experiences that promote an understanding of equality through what parents describe as 'inclusive, happy, and home from home provision'. Staff act with integrity to ensure that children with SEND are given equal opportunities and thrive amongst their peers. The nursery regularly supports families with developmental workshops.
- Babies and younger children are delightful and have magnificent language skills for their age. They use props for nursery rhymes, and join in with their peers in dancing games. They use expression during songs, and roar like lions while

listening to 'Dear Zoo', trying to string three or more words together. Toddlers enjoy learning about turn taking as they share spoons and bowls to mix pasta. They demonstrate trajectory schemas by rolling balls in the garden, and explore how cold the ice feels on their fingers.

- There are over twenty languages spoken at the nursery. Children with English as an additional language share their enjoyment of practising their languages through spoken verse, books, visual aids and resources. Children's cultural beliefs and traditions, such as table manners are shared during settling in periods. For example, they learn that some cultures sit on the floor to eat their meals or eat with their hands. This is promoted within the nursery to celebrate diversity.
- Across the setting, mathematical language and concepts are heard within child-initiated and adult-directed conversations. Children learn key words related to size, shape and quantity, which is thread through the curriculum to build cumulatively sufficient knowledge and skills. Children use words such as 'gigantic,' 'ginormous' and 'humongous' to describe 3 dimensional structures they build, and talk about the role of an architect.
- Children demonstrate high levels of self-control and perseverance when encountering difficulties, for example during turn-taking activities or when using scissors for the first time. They practise early independence skills and work together to achieve tasks, while being mindful of the feelings of others. When children struggle, staff take swift and highly effective action to support them. Relationships among children, parents and staff reflect a positive culture of respect.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have excellent knowledge of the possible indicators of abuse. Staff understand their duty to keep children safe. They know what to do if they have concerns about a child or adult, and what support to provide to families in the wider context of safeguarding. The leadership team work cohesively with other agencies to protect children. Leaders complete robust recruitment and induction arrangements to ensure staff are, and remain, suitable for their role. Staff adopt rigorous risk assessments to ensure the premises are safe for children to access. They invite children to take part in daily environment checks, so they become familiar with identifying any potential hazards.

## Setting details

<b>Unique reference number</b>	EY307542
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10234931
<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>	0.7 to 4.4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Bumble Bees Day Nursery Ltd
<b>Registered person unique reference number</b>	RP525561
<b>Telephone number</b>	0208 9926263
<b>Date of previous inspection</b>	13 January 2017

## Information about this early years setting

Bumble Bees Day Nursery registered in 2005. It is situated in Ealing Common, in the London Borough of Ealing. The nursery is open each weekday, from 8am to 6pm, and operates all year round. The provider receives funding to offer free early education for children aged two, three and four years. The provider employs 17 staff. Of these, three hold a Master's degree, three hold a Level 6 qualification, and 12 have appropriate early years qualifications ranging from level 2 to level 3.

## Information about this inspection

### Inspector

Jenna O'Sullivan

## Inspection activities

- This was the first routine inspection the nursery 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 setting.
- Children's experiences in their learning and development were tracked.
- The inspector held conversations with staff and observed them in practice.
- The inspector held conversations with parents and took account of their views.
- The inspector looked at a sample of documentation, including the suitability of staff and their training records.
- The inspector spoke to children about their experiences.
- The inspector had a learning walk with the managers through all areas of the setting.
- Joint observations were carried out with the manager.
- A meeting was held with the managers to discuss their leadership of the setting.

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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