

# Inspection of Purple Bees Day Nursery

93a Inwood Road, Hounslow, Middx TW3 1XH

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Inspection date: 13 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children settle quickly on arrival at this warm and welcoming nursery. They are happy, and feel safe, settled and assured. Staff value children. They praise children's every achievement. This contributes towards children adopting a high sense of self-worth. Children's good behaviour is demonstrated through their positive actions. For instance, children kindly hand toys to others during their play and actively help with everyday tasks. Children learn about what makes them unique. They delight in sharing pictures of themselves and their families at group time. The learning environment is calming. All children have the opportunity to speak and have their ideas and opinions heard. This helps children to develop good listening and attention skills.

Children have access to a wide range of activities and resources. Staff plan activities for children based on their interests. This helps to support children's learning and development. Children participate in sensory play and develop their small-muscle skills as they squeeze and mould dough. Babies engage in song time and learn new words in self-chosen stories. Toddlers repeat the words which they hear as they bounce and roll balls. Older children engage in back-and-forth conversations as they play in the garden. All children develop the necessary skills in readiness for their move on to school.

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

- The manager recruits staff safely and ensures that new staff are supported by more experienced staff. This helps them to become confident and competent in their role. Staff benefit from purposeful supervision meetings, observations of their practice and plentiful training opportunities. This helps them to reflect and continually improve.
- Staff have a good knowledge of their key children. They identify children's needs quickly. Staff support families to access the relevant agencies and make referrals when needed. This means that children with special educational needs and/or disabilities (SEND) and those with additional needs receive appropriate support in a timely manner.
- Staff are passionate about supporting children with SEND to reach their full potential. They ensure that their decisions are in the best interest of the child. For example, staff have implemented a range of intervention groups, which help children to develop their communication, listening and attention skills. For instance, children eagerly sit and engage during a 'what's in the box' activity. This activity allows them to explore a range of sensory toys, while developing their attention span further.
- Children who speak English as an additional language are helped to make connections in their learning. For instance, staff use a variety of resources to

help children to develop in English and their home languages. They use these, along with cards, for routines to help children's understanding. The dedicated manager specifically monitors the development of children who speak English as an additional language to ensure that there are no gaps in their learning.

- Children enjoy outdoor play. For example, they explore the sand and soil and join in with climbing wall and balance beam activities. However, the curriculum is not as well thought out for those children who prefer to learn outdoors. This means that children do not have consistent access to a wide range of meaningful and purposeful experiences when playing outside.
- Staff weave mathematical concepts throughout children's play and include them routine times of the day. Children are encouraged to count out scoops of soil in to the plant pots and estimate the total number needed to fill the pot. In addition, they count how many plates are needed to be put out at mealtimes.
- Staff provide children with a broad range of healthy foods. Children with allergies or other dietary requirements are catered for to ensure that their personal needs are met. Staff encourage children to try new foods and teach them about the importance of eating vegetables. Children develop their understanding of a healthy diet.
- Children develop a love of reading as staff enthusiastically read to children. Books are skilfully placed across the provision and staff use these to prompt discussions and support deeper understanding of what is being taught. For example, staff encourage children to count the butterflies in a book. Children recall that they grow from 'cocoons', which they remember from another book they have read. However, staff have not fully considered how to encourage children to develop a love of reading at home.
- Overall, partnerships with parents are strong. Parents feel valued and appreciate the 'nurturing approach' of the manager and staff. They receive detailed information about their children's experiences. Parents comment that they would relish even more ideas on how to support their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The owner and staff have a sound knowledge of the possible indicators of abuse. Staff know how to identify, respond to and manage any signs that might suggest a child is at risk of harm. They understand the safeguarding issues within the local area. Staff attend regular training, so that they can support children and families in their care. They undertake daily checks indoors and outdoors to ensure that children play in a safe environment. Staff explain the fire evacuation procedures, including alternative exits and the assembly point outside the setting. Staff have arranged the resources and furniture to promote children's safety in the nursery.

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

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

- support those children who prefer to learn outdoors to have equally high-quality experiences outside as those of the indoor learning environment
- build on and embed the home learning strategies already in place, to include helping children to develop a love of reading at home.

## Setting details

<b>Unique reference number</b>	2609191
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10264748
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	86
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Purple Bees Ltd
<b>Registered person unique reference number</b>	2609190
<b>Telephone number</b>	020 8572 1919
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Purple Bees Day Nursery registered in 2020 due to change of owner. It is situated in the London Borough of Hounslow. The nursery employs 27 members of childcare staff. Of these, one holds an appropriate qualification at level 6, 16 at level 3 and five at level 2. The nursery opens Monday to Friday, from 7.30am until 6.30pm, for 51 weeks a year. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Suzy Marsh

## 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 nursery.
- The manager and deputy manager accompanied the inspector on a learning walk of the setting. She discussed the curriculum they provide and how this is arranged with the inspector.
- The inspector completed a joint observation with the manager, and they discussed the impact of teaching on children's learning.
- A number of parents spoke to the inspector and their views were taken into account.
- Relevant documentation was reviewed by the inspector, including the suitability of staff working at the nursery.
- The inspector held discussions with 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.

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