

Inspection of Bouncing Bees

1 Russells Ride, Cheshunt, WALTHAM CROSS, Hertfordshire EN8 8TS

Inspection date:

30 March 2023

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at this nursery. They form good bonds with staff, who are very warm and caring towards them. Staff nurture babies well. They comfort babies, holding them close when they are tired or need reassurance. Children are familiar with the nursery routines. Staff use a visual timetable to help children understand what to do next. For example, pictures showing the tidy-up routine remind children to help tidy away their cups and plates after they have finished eating. However, staff do not always focus enough on developing children's communication skills to help them develop the language they need for thinking.

Children are beginning to learn about the behaviour that is expected of them. They are developing an understanding of the nursery rules to keep themselves safe. Staff support babies to take turns as they climb the steps of the slide.

Children have daily access to outdoor play. They are curious as they dig for worms and look closely through magnifying glasses at them. Babies and children strengthen their arm and leg muscles as they dig in sand and ride on scooters. Children develop an interest in books as staff tell stories. Staff encourage babies to copy animal noises they make from stories. Furthermore, children make marks with paint brushes. This helps to develop children's early literacy skills.

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

- Staff know the children in their care well. When children first join the nursery, staff gather relevant information on children's development and interests from settling-in sessions. However, children do not benefit from a well-designed curriculum that builds securely on what they know. As a result, they do not experience consistently good learning opportunities. Some staff do not present the information effectively to children in a way that offers the appropriate level of challenge or adapt their method accordingly.
- Managers recognise the importance of teaching children to become independent in preparation of moving on to school. Children learn to put on their coats and shoes before they go outdoors to play. Staff support children to develop an understanding of healthy lifestyles, such as washing their hands before snack and after using the toilet.
- Children have some opportunities to develop their speech and language skills. They are exposed to new vocabulary as they listen to staff talk enthusiastically about the special 'Easter egg' they have brought in from home. Staff ask a range of questions. However, at times, they do not give children sufficient time to think and respond with their answers.
- Staff listen well to older children. They encourage children to vote for the colour dough they would like to make and understand that the colour with the most

votes will win. Staff incorporate a range of mathematical concepts into adult-led activities, which widen children's understanding of numbers, colours and measurement. For example, children measure the correct amount of flour and salt needed to make malleable dough.

- Parent partnerships are mostly effective. Parents speak positively about the 'family orientated' nursery and staff team. Daily diaries are used to share relevant information between staff and parents. However, since the COVID-19 pandemic, parents have not been allowed inside the nursery. This has hindered the effectiveness of building good partnerships with parents. As a result, parents do not always know who their child's key person is or the next steps in their child's learning.
- Staff feel well supported by managers. They appreciate the training opportunities they have to improve their knowledge, which they feel benefit the children who are currently in their care. For example, staff have recently undergone training to support children who speak English as an additional language. However, the monitoring of their practice is not robust enough to help staff develop the knowledge they need to become skilful practitioners.
- Children with special educational needs and/or disabilities are supported by the special educational needs coordinator (SENCo) who knows the children well. The SENCo receives regular support from outside professionals to help plan for what children need to learn next.

Safeguarding

The arrangements for safeguarding are effective.

Managers have a good knowledge of safeguarding, such as the procedure to follow should an allegation be made against a member of staff. Staff know the signs and symptoms that may indicate that a child is at risk of harm or abuse. All staff are aware of who the designated safeguarding lead person is in the nursery and the procedures to follow if they are concerned about a child. All staff hold a paediatric first-aid qualification, and any accidents are recorded. Equipment in the setting is child-friendly and well maintained. The nursery is kept clean, and staff carry out daily risk assessments.

What does the setting need to do to improve?

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

- develop the curriculum to ensure it reflects children's individual needs and offers appropriate challenge, to help them make consistently good progress
- strengthen staff's interactions and questioning skills so that they understand the importance of giving children more time to think and respond, to help develop their speech and language skills further
- build on parent partnerships to make sure that all parents are aware of their

child's progress and how they can support them with their learning at home

- improve the monitoring of staff practice to develop their knowledge and understanding of how children learn so that all children benefit from consistently good-quality learning experiences.

Setting details

Unique reference number	EY444965
Local authority	Hertfordshire
Inspection number	10276627
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 12
Total number of places	40
Number of children on roll	42
Name of registered person	Bouncing Bees Ltd
Registered person unique reference number	RP531511
Telephone number	01992 632555
Date of previous inspection	25 July 2017

Information about this early years setting

Bouncing Bees registered in 2012. The nursery employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year around. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachael Small

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 managers and has taken that into account in their evaluation of the nursery.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the nursery with the inspector.
- The manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector viewed a sample of documentation, including first-aid qualification certificates.

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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