

Inspection of Bright Bees Netherhall Preschool

Netherhall Neighbourhood Centre, Armadale Drive, LEICESTER LE5 1HH

Inspection date: 7 June 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Staff know the children well. They provide cuddles and reassurance to help less confident children settle. Staff further help children as they follow and build on their interest in dinosaurs. They pretend the dinosaur is coming, and children who are upset smile and begin to laugh. Children confidently approach visitors to talk about the dinosaur's 'roar.' They demonstrate positive attitudes to learning as they concentrate on purposeful play. For example, children focus as they pour coloured water from pots into teacups. They listen carefully to the staff and follow their instructions as they learn to pinch and sprinkle glitter into their pots.

Children develop their language skills, as staff use words from their home languages to support children who speak English as an additional language. Staff encourage younger children to say words such as coriander and tea bag. Children receive lots of praise as they attempt to repeat the new words. The enthusiastic staff encourage older children to use their imaginations during play. For example, when children find a black feather, they are captivated, as staff encourage them to blow it and pretend it is a spider. Children access fresh air daily. Staff support them as they practise their physical skills and kick balls to one another. Staff help the children to balance on crates and planks and navigate an obstacle course safely.

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

- The curriculum is well designed and helps children to make good progress from their starting points. For example, staff support children with their communication and language skills. They introduce new words for children to hear during play. Staff use words such as 'shiny' and 'smaller' as children shine torches in a den and watch the lights flicker.
- Staff help the children to understand early mathematical concepts. Children excitedly use a measuring tape to see which of their friends is tallest. Staff support children to recognise the numbers and use words such as longer and taller. However, on other occasions, staff do not challenge older children's learning. For example, as children roll play dough into balls and count them, staff do not extend the activity to help further support children.
- Leaders and managers identify that, following the COVID-19 pandemic, children need extra help to understand staff's expectations. Staff focus on strategies to promote positive behaviour, such as teaching children to stop and listen when they hear the shaker. Staff hold up pictures to indicate what is about to happen next, such as a lunchtime card. However, on other occasions, children's unwanted behaviour is not managed well enough. Children chase and collide as they play with a small ball inside and jump on toy baskets. Staff do not explain to children why these behaviours are inappropriate or unsafe.
- Staff support children to learn about healthy food and how to be independent.

For example, children listen with interest as staff share books about fruit. Children join in with stories and collect pretend foods as staff talk about coconuts, melons and cantaloupes. Staff teach children to pour milk into open cups and chop fruit safely for their snacks.

- Leaders and managers reflect on staff practice. They consistently review and adapt the support they offer to the needs of the children. For example, they recognise that some children have limited access to outdoor space. They use additional funding for visits from a ranger, who provides children with forest school experiences.
- Leaders and managers are passionate about providing staff training and encouraging professional development. Staff state that they feel well supported, and leaders support them to further their qualifications. Training and visits from guest speakers increase staff's knowledge and help them to further support children's learning. For example, staff encourage children to think about their feelings and support them to recognise different emotions as they talk about missing their friends who are not at pre-school today.
- Parents state that they are happy with their children's learning at the pre-school. They speak of the support they receive from staff to help with potty training their children at home. Leaders and managers offer workshops for families and children to help further develop an understanding of healthy foods and children's oral hygiene.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound knowledge of safeguarding and are aware of their responsibilities to keep children safe. They know the signs to look out for, including checking on any unexplained absences. Staff are confident in recording and reporting any concerns to the relevant professionals. They speak about local safeguarding concerns and recent unrest in the local area. Staff are aware of radicalisation, the 'Prevent' duty and female genital mutilation. Leaders and managers provide safeguarding training for staff, such as training linked to online safety. The pre-school site is secure, and staff follow clear visitor procedures. Children are well supervised. Staff carry out risk assessments before children play outside to ensure the area is safe and suitable.

What does the setting need to do to improve?

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

- strengthen staff's understanding of how to consistently extend older children's learning
- support staff to develop a more consistent approach to managing unwanted behaviours.

Setting details

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| Unique reference number | EY464993 |
| Local authority | Leicester |
| Inspection number | 10280295 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 30 |
| Number of children on roll | 22 |
| Name of registered person | Bright Bees Nursery Ltd |
| Registered person unique reference number | RP907222 |
| Telephone number | 01162767492 |
| Date of previous inspection | 27 September 2017 |

Information about this early years setting

Bright Bees Netherhall Preschool registered in 2013 and is located in Netherhall, Leicester. The pre-school employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and one holds a qualification at level 6. The pre-school opens Monday to Thursday, term time only. Sessions are from 8.30am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Winterton

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the leaders and the managers about the leadership and management of the pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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