

Inspection of Bees Knees Day Nursery and Pre-School

97 Connaught Road, Reading, Berkshire RG30 2UE

Inspection date: 12 July 2023

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

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in safeguarding have a negative impact on children's health and safety. Children are sometimes not supervised adequately, especially when eating. This does not promote their health and well-being or keep them safe. The key-person approach is ineffective. It fails to meet the needs of all children. This includes new children and those who may need additional support. For example, some staff lack awareness of their key children's learning needs and so do not know how to support them. In addition, newer babies do not have their key person working in the room with them. This does not enable babies to build close secure relationships with their key person. As a result, babies do not receive consistent comfort and support to help them settle.

Children have a range of toys and resources available to them. Some staff in the older children's rooms rotate these to support their interests. However, the quality of teaching is poor. Some staff just sit with the children and do not engage or support them in play and learning. Many activities they provide lack purpose and fail to engage children. This results in children wandering around bored with little to do. Despite these weaknesses, some children benefit from appropriate support. For example, babies are provided with opportunities to develop new physical skills, such as standing on blocks to watch the building work outside. Children show that they are at ease in the nursery. Older children separate from their parents and confidently go into their room. Younger children drift peacefully to sleep at their rest times. Overall, children behave well, share, and take turns.

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

- Breaches to the safeguarding requirements compromise children's safety and welfare. Staff do not supervise children effectively at mealtimes. Children of all ages are left unsupervised while they eat their snack or main meals. Due to this, staff fail to notice children pouring their leftover snack back into the sharing bowl for others to eat. Furthermore, babies are given food that is not appropriately cut up. This puts them at risk of potential choking incidents. This compromises the children's health, well-being, and safety.
- All children are assigned a key person. However, children's key persons are not working in the rooms where they are based. This means the key person is unable to provide stability and security. Furthermore, some key persons do not know and understand their key children's development and learning needs. This means that some children's learning is not as securely supported as others.
- Overall, children demonstrate appropriate behaviour towards each other. Staff generally know the aim behind an activity and can link this to the curriculum intent. They provide children with some activities that interest them. For instance, older children explore with sand and dough and babies and younger

children enjoy sensory experiences with paint. However, the quality of teaching is not inspiring to engage all children and keep them motivated. Some staff fail to engage with children to support their learning. This results in older children wandering from one activity to another with no purpose.

- Not all staff support children's developing communication skills well. Although some interact and communicate with the children accordingly, this is not consistent to build on what they already know. Additionally, some staff sit with the children and offer no interaction at all. Other staff ignore and dismiss the answers children give to the questions asked during group times. Additionally, staff do not do enough to build on children's vocabulary. For instance, they repeat phrases and words children say but do not introduce new language. This does not extend children's knowledge and understanding or widen their vocabulary.
- Parents comment that they are satisfied with the care provided and that their children are happy to attend. Relationships with local schools are positive and support children's transition to full-time education.
- Overall, staff comment that they feel well supported. The recently appointed manager has put supervision and appraisal systems in place. However, these are in their infancy and are not yet identifying and tackling the weaknesses in the quality of teaching and staff's practice. As a result, staff are not developing their skills and practice to provide a good quality of care and learning to children.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in staff's supervision of children compromise their welfare, particularly when children are eating. Despite this, staff are aware of the possible signs and symptoms that might indicate a child is at risk of abuse. Additionally, staff know the procedures to take if they are concerned about the welfare of a child or a colleague's conduct. The management team have effective recruitment procedures to check the suitability of staff working with children. The manager ensures that the required adult to child ratios, including qualifications are in place. The management team review accident and incident records. This helps to identify and address potential hazards in the environment, furnishings, or activities.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure staff are deployed effectively, particularly at mealtimes, to minimise risks and hazards to children's health and well-being, and keep them safe	14/08/2023
strengthen the arrangements for the key-person approach to ensure that children's care needs are met, and that learning is tailored to meet their individual needs	14/08/2023
provide staff with effective supervision and coaching to ensure they can fulfil their roles and responsibilities, particularly in regards to engaging with children and supporting their communication and language skills	14/08/2023
implement an ambitious education programme that inspires, challenges and fully supports children in their individual learning.	14/08/2023

Setting details

Unique reference number	EY260405
Local authority	Reading
Inspection number	10300829
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	0 to 4
Total number of places	41
Number of children on roll	41
Name of registered person	Kingsclere Nurseries Limited
Registered person unique reference number	RP900875
Telephone number	01189 590364
Date of previous inspection	10 January 2018

Information about this early years setting

Bees Knees Day Nursery and Pre-School registered in 2010. It is one of a number of nurseries owned by Kingsclere Nurseries Limited and is open Monday to Friday from 7.30am to 6pm, all year round. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 14 members of staff working with the children. Of these, 10 staff hold early years qualifications.

Information about this inspection

Inspector

Tracy Bartholomew

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 inspection was carried out following the risk assessment process.
- The manager explained the nursery curriculum during a learning walk with the inspector.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- Parents shared their views of the setting with the inspector.

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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