

Inspection of Little Bees Preschool

Barkingside Methodist Church, Fremantle Road, Ilford IG6 2AZ

Inspection date: 12 February 2024

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

What is it like to attend this early years setting?

The provision is good

Children are happy and secure at this warm and friendly pre-school. Staff show warmth and affection, which helps children feel emotionally safe. Staff have good relationships with children, and they provide consistent and responsive care. Children are well behaved. They listen to staff's instructions, are kind to each other, share and take turns. Staff offer a good range of exciting resources inside and outdoors to help support children to develop their self-confidence and independence. Staff organise resources so that children can access toys easily and make choices.

Children enjoy lots of opportunities to move freely and explore the outdoors. They ride bikes and trikes, and they climb across large bricks. Children make marks using chalk on large chalkboards. This helps support children to develop their growing physical skills. Staff encourage children to do things independently. For example, children take off their coats and hang them up. They recognise and select their name tags and self-register on arrival. Staff encourage children to try different foods. For example, children enjoy eating cucumber, fruit and various cereals. They pour their own drinks and learn good eating habits as they wait patiently for their turn. Staff support children to manage their self-care needs. Children learn to use the toilet with help and follow toilet training routines.

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

- Leaders have a good understanding of the curriculum. They provide a well-designed learning environment at the pre-school. This helps children to make good progress from their starting points.
- Staff support children with special educational needs and/or disabilities well. Staff work with parents and external agencies to devise plans to support children's progress and development. This ensures children are offered equal opportunities and are well prepared for their move to school.
- Staff morale is high, and staff report being happy and supported at the pre-school. Staff undertake training to develop their professional practice. Leaders carry out supervision arrangements with staff. They share and exchange ideas about practice and discuss any concerns. They complete written supervisory records and share these with staff, who write their comments. However, these meetings are not face to face, which does not ensure staff are fully supported.
- Staff provide a comfortable, warm area for sharing books with children. They read familiar stories and help children explore their favourite books. This encourages children to make comments and share their ideas and thoughts.
- Staff carry out creative play activities with children. For example, staff demonstrate to children how to make play dough. Children copy them, learning new skills and developing their vocabulary. They use mathematical language to

describe the number of scoops of flour they need and the amount of the other ingredients they use. This supports children's critical thinking.

- Staff support children to build and construct large towers with small bricks. Children compare the size of the tower to how tall they are. This helps children to work out sizes and measurements.
- Staff celebrate different cultural festivals with children. They help them to develop positive attitudes about differences in children's backgrounds and families.
- Staff take children on trips to the farm, park, fish market, library, police station, other places of worship and the pet store. This supports children to experience wider learning opportunities to support their future learning.
- Partnerships with parents are good. Parents report that their children have made good progress in their learning. They receive regular emails about any important information, and staff chat with parents on arrival. However, staff do not organise parent meetings to talk to parents about their child's progress and next steps in learning.
- Leaders have a clear understanding of their strengths and weaknesses. They evaluate the provision well and gain support from local authority workers to decide on plans for future improvements.
- Staff have a good understanding of safeguarding procedures. They can identify any signs or symptoms that may indicate a child is at risk of harm. Staff know who to report their concerns to at the pre-school and external agencies. Leaders understand their roles and responsibilities in managing any concerns about children or any allegations against staff. Staff are fully vetted. Risk assessments are carried out to ensure children's safety.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- restructure supervision meetings so that staff can meet leaders face to face to discuss different aspects of their work, to help improve outcomes for children.
- organise staff and parent meetings to monitor and discuss children's next steps in learning.

Setting details

Unique reference number	2663698
Local authority	Redbridge
Inspection number	10331960
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	60
Number of children on roll	32
Name of registered person	Little Bees London Limited
Registered person unique reference number	2663697
Telephone number	07904444915
Date of previous inspection	Not applicable

Information about this early years setting

Little Bees Preschool registered in 2022. It is located in Barkingside, in the London borough of Redbridge. The setting operates Monday to Friday, term time only, from 9am to 3.30pm. The setting receives funding for the provision of free early education for children aged two, three and four years. The setting employs eight members of staff, of whom six hold childcare qualifications from levels 2 to level 6.

Information about this inspection

Inspector

Caroline Preston

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.
- Leaders joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector spoke to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, inside and outdoors, and assessed the impact on learning.
- The inspector carried out a joint activity with the manager during circle time.
- The inspector spoke to 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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