

Bizzy Bees Montessori Pre-school

Unique reference number (URN): 2741787

Address: Wickham Park Sports Club Ltd, Pickhurst Rise, WEST WICKHAM, Kent, BR4 0AU

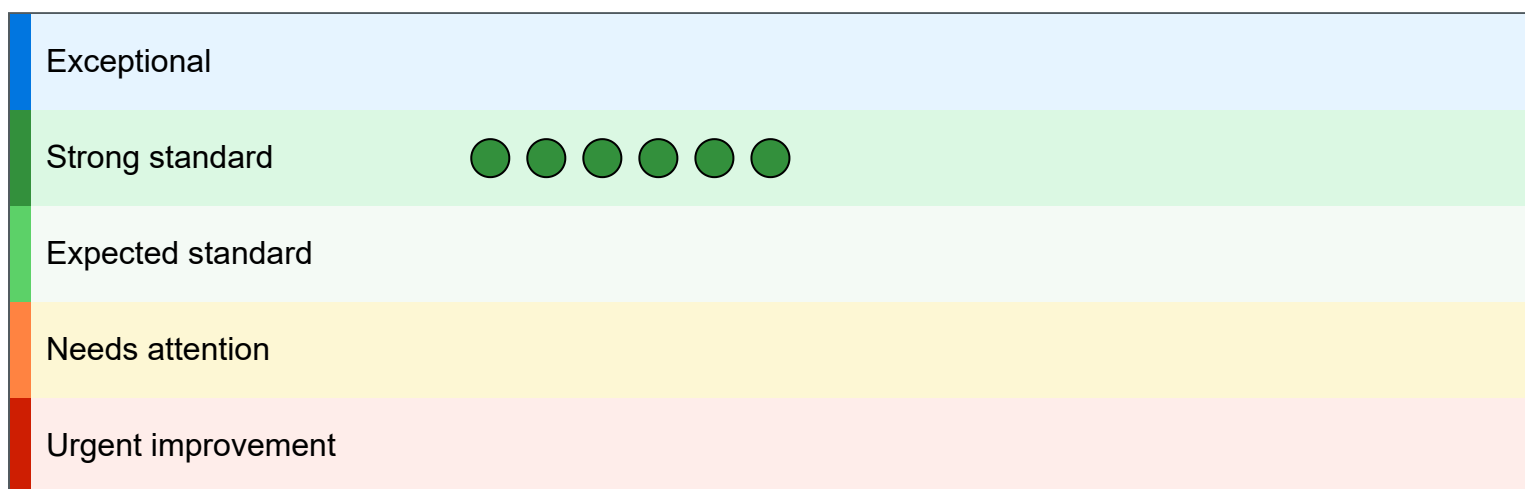
Type: Childcare on non-domestic premises

Registered with Ofsted: 24/07/2023

Registers: EYR

Registered person: Beckenham Montessori Pre-School Limited

Inspection report: 20 January 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Children independently select resources and activities that interest them. They engage in learning across all 7 areas of the early years foundation stage curriculum and are encouraged to meet their milestones. They sing songs to greet each other, saying hello in other languages so that all children feel included. For example, they enjoy saying 'ola'. All children, including those who face barriers to learning, join in and clap hands.

Children with special educational needs and/or disabilities (SEND) count, respond to questions, take turns, sort objects, develop fine motor skills and gross motor skills, and listen. They are encouraged to achieve well from their starting points.

All children are very well prepared for school. They engage in activities that encourage them to achieve the skills and knowledge that they need for their next stage of learning.

Behaviour, attitudes and establishing routines

Strong standard ●

All children, including those with special educational needs and/or disabilities (SEND) and those who face barriers to learning are encouraged to follow routines. Leaders and practitioners have high expectations for behaviour and learning. They have embedded routines that enable children to be independent thinkers. Children confidently make independent choices throughout the day. Practitioners use praise regularly to support children to enjoy learning. This helps children to understand expectations for learning and behaviour and prepares children for school and beyond.

Leaders encourage all children to join in with activities, especially children with SEND and those who face barriers to learning. They support children to learn how to play together and form strong relationships with their friends and adults.

Practitioners know children and their families well. They know what children need to know and do next and share this with parents and the rest of the team. Practitioners support all children's individual needs, including children with SEND and those who face barriers to learning, and adapt their approach to suit any challenges that children might be facing. Leaders seek advice from health professionals when needed to ensure that gaps in learning close and children meet their milestones in preparation for school. Leaders promote the importance of attendance and punctuality. All parents support policies to ensure that children are safe and achieve well.

Children's welfare and wellbeing

Strong standard ●

Leaders consistently prioritise children's welfare. They have systems and policies in place to promote children's welfare, mental health and wellbeing. Children are assigned key workers, who support their individual needs. They track children's progress from their starting points and create bespoke plans so that children achieve well. All practitioners support children to

regulate their emotions in a way that suits them best. This supports children's emotional health so that they thrive.

Leaders and practitioners encourage children to develop good hygiene routines. Children learn to use the toilet independently and know to wash their hands after going to the toilet and before meals. Leaders and practitioners encourage children to make healthy choices. Children choose from a range of healthy snacks, for example apples, bananas, crackers, milk and water. Children with special educational needs and/or disabilities and those who face barriers to learning, point to pictures of food to show what they would like to have. These routines are embedded, and children confidently and independently make choices. This supports children being ready for their next stage in learning.

Children learn to develop self-help skills. They are motivated, independent and enjoy learning. Leaders and practitioners create a harmonious environment in which children can thrive.

Curriculum and teaching

Strong standard ●

Leaders use highly effective teaching to support all children, including children with special educational needs and/or disabilities (SEND) and those that face barriers to learning, to develop their physical development skills in preparation for school. For example, children use hammers to break ice. They fill and empty containers of rice, burying their hands. They walk across planks and stepping stones and balance. Leaders ensure that the curriculum is inclusive, consistently of a high quality and closes gaps in children's learning. Practitioners know children well and have high expectations for all children. They use assessments effectively to plan next steps that support all children to achieve well from their starting points and thrive.

Leaders provide an ambitious, well-sequenced curriculum that covers all 7 areas of learning. Through the topic, 'The Antarctic', leaders use high-quality interactions to develop children's mathematical skills. Practitioners encourage children to fill, empty and pour water. They teach children to understand and use words to compare and order size with confidence. Practitioners support children to predict whether objects will float or sink. They encourage children to investigate things that melt ice. Practitioners encourage children with SEND to use vocabulary that supports their speech and language development. They use calming, sensory activities to encourage children to transition from busy to calm activities. These experiences support children to be ready for new learning.

Practitioners use every interaction with children as a learning opportunity. They apply and embed strategies that support children to maintain attention and listening, ready for the next session. For example, during 'Wake and Shake', practitioners encourage children to listen to music and follow instructions. They praise children for their efforts and encourage reluctant children, including children with SEND, to join in. This supports children's communication and language and physical development and prepares them well for school.

Leaders encourage a reading culture. Children look at books, role-play stories and play with toy characters in the 'Gruffalo' garden. This supports children's literacy skills and prepares them for school and beyond.

Inclusion

Strong standard ●

Leaders consistently prioritise the needs of all children, including children with special educational needs and/or disabilities (SEND) and those who face barriers to learning. They act swiftly to identify children's needs and liaise with outside agencies for support. They use advice given to support children's individual needs effectively. They know children well and use knowledge about children to set next steps that highly impact children's achievement.

Leaders have high aspirations for all children. They support families, including families of children with SEND and those who face barriers to learning, to access the curriculum and thrive. This consistently supports children to make good progress from their starting points. Leaders skilfully make adaptations to close gaps in learning so that all children are ready for their next stage of learning and beyond. Leaders support families of children with SEND to prepare for their transition to school. For example, designated leaders go with parents to visit additionally resourced provisions during school holidays so that children can attend schools best suited to their needs and continue to thrive.

Leadership and governance

Strong standard ●

Leaders ensure that a culture of high expectations and professionalism is embedded across the setting. They know the context of the setting and the characteristics of the children well. All children, including children with special educational needs and/or disabilities and those who face barriers to learning, are supported to make strong progress from their starting points.

Leaders establish effective partnerships with outside agencies and other professionals. The support they receive ensures that families feel confident and reassured, and children's progress is maximised. Leaders support practitioners to carry out their roles. They precisely identify practitioners' strengths and areas for development and support them to gain expertise. Leaders embed a culture of continuous improvement, in which everyone is continuously learning. Practitioners are happy and feel supported in their roles. They are ambitious for children's outcomes.

Parent partnerships are strong and communication is highly effective. Leaders are extremely proud of their partnerships with parents and the support that they offer to families. Leaders signpost parents to training and workshops and encourage them to inform staff of workshops and training they attend.

What it's like to be a child at this setting

Children at this setting feel happy, safe and cared for and are enthusiastic to make independent choices around the nursery. They know how to keep themselves safe and develop self-help skills that encourage them to be independent.

All children form positive bonds with staff and each other. They know who to go to for help or when they need reassurance. Children feel a sense of belonging. This helps them to settle quickly, engage in learning and meet milestones. They play happily and have conversations with their friends. Children share and take turns and know how to treat each other with respect.

Children love learning. They get to choose to play with activities that they enjoy. For example, children play outside climbing, balancing and riding bikes and trikes. They can play inside climbing and balancing on the foam shapes, matching puzzles, manipulating and cutting dough into shapes, playing in the water, investigating ways for ice to melt, practising counting, mark making, reading in one of the reading areas and so much more.

All children, including children with special educational needs and/or disabilities (SEND) and those who face barriers to learning, achieve well from their starting points. They develop skills across all 7 areas of the curriculum. For example, children with SEND learn to communicate their wants and needs and extend their use of words. Younger children learn to recognise their name. All children learn to make healthy choices. They listen and follow instructions and are well prepared for their next stage of learning and school.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of children with special educational needs and/or disabilities and those who may face other barriers to their learning and/or wellbeing.
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About this inspection

The inspector spoke with leaders, practitioners, the special educational needs coordinator, children and parents during 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.

Inspector:
Michelle Blake

About this setting

Unique reference number (URN): 2741787

Address:
Wickham Park Sports Club Ltd
Pickhurst Rise
WEST WICKHAM
Kent
BR4 0AU

Type: Childcare on non-domestic premises

Registration date: 24/07/2023

Registered person: Beckenham Montessori Pre-School Limited

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 09:00 - 12:30, Monday, Tuesday, Wednesday, Thursday, Friday : 12:30 - 15:00

Local authority: Bromley

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 20 January 2026

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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