Mini Bees Nursery

Unique reference number (URN): 2807442

Address: 2 Ilux Parade, Palmerston Road, London, E7 8FA

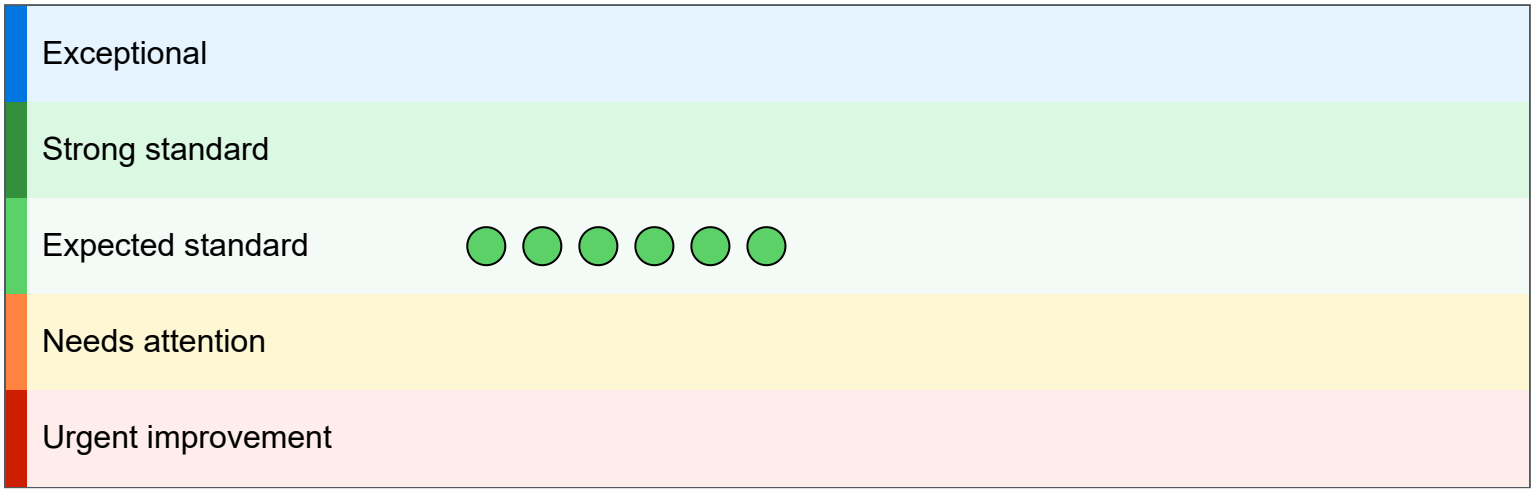
Type: Childcare on non-domestic premises

Registered with Ofsted: 10/10/2024

Registers: EYR, CCR

Registered person: Mini Bees Forest Gate Limited

Inspection report: 2 July 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.

Expected standard

Achievement

Expected standard

All children including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language make progress through the curriculum. Older children including those who are about to transition to school have developed a positive sense of autonomy, focus and independence, which is prioritised throughout the nursery. For example, children make decisions about where they want to play, who with and can transition between inside and outside. The nursery's well-designed and thoughtful layout ensures that staff can always effectively supervise children, allowing a great sense of freedom and independent play.

Babies are encouraged by skilled staff to develop their physical abilities by walking rather than crawling where appropriate and by using larger climbing equipment. These experiences help to build the strength, balance and confidence needed to support their transition into the older and larger room when the time is right.

Children including those with SEND and who speak English as an additional language make typical progress alongside their peers. Leaders and staff identify gaps and provide targeted support to ensure children are broadly ready for their next stage of education.

Behaviour, attitudes and establishing routines

Expected standard

Children arrive at the nursery happy, settled and eager to begin their day. Children of all ages separate from their parents and carers confidently, demonstrating a strong sense of security and belonging within the setting. Babies and children show curiosity and enthusiasm as they explore the learning environment.

Children generally demonstrate positive behaviour towards one another and the adults who care for them. They seek reassurance and guidance appropriately when needed. Leaders work effectively with parents and carers to promote attendance. They provide guidance and support to help families establish consistent routines, enabling children to benefit from regular attendance and a smooth transition to school. Leaders also monitor attendance carefully and promptly follow up any unexplained absences to ensure children's welfare and wellbeing.

At the start of the nursery day, leaders expect staff to monitor phones and the front door, prepare activities and engage with the children. As a result, teaching and learning are not prioritised as staff are focused on organisational tasks. Throughout the day, children are generally well behaved and polite. However, occasionally, staff do not ensure children are fully engaged and attentive in group activities such as story times.

Children's welfare and wellbeing

Expected standard

Leaders and staff generally implement and follow well-thought-out, effective procedures that create a safe environment where children feel secure and confident.

Leaders and staff encourage and empower children to become independent. They recognise the importance of developing independence from an early age. For example, babies feed themselves and practise walking rather than crawling. Older children take on small areas of responsibility, such as acting as the tidy-up monitor, which empowers individuals and encourages their peers to follow the rules.

Staff build lively, warm and nurturing relationships with children. They have established an effective key-person system, and children understand who to approach for comfort, support and encouragement. Leaders have designed the nursery to foster a strong sense of curiosity and exploration.

Children demonstrate that they feel secure and comfortable by confidently moving between the indoor and outdoor environments while enjoying the warm summer weather. Leaders and staff understand the importance of developing both gross and fine motor skills. For example, children of all ages enjoy outdoor play, where they strengthen their ability to climb, ride bikes, run and jump.

Staff promote children's concentration and creative skills through, for example, stimulating outdoor painting activities. Leaders and staff understand this helps to develop the fine motor control children need for early writing.

Staff monitor and support children to eat safely at nutritious snack and mealtimes, which children enthusiastically enjoy. Staff are adept at following the safer sleeping guidelines and ensuring regular checks are taking place to ensure children's safety.

Curriculum and teaching

Expected standard

Leaders ensure that children experience a broad and balanced curriculum that staff understand and generally teach well. Leaders and staff engage in meaningful conversations with children at an appropriate level. Staff promote children's communication skills well. They talk to children about their play and ask thoughtful questions. They extend children's learning and know when to step back to observe what children can do independently. For example, during a craft activity, a child wanted to make an envelope to put his letter in. The practitioner explained each step of the construction and modelled the cutting of the paper, supporting children's vocabulary development and hand coordination.

In the baby room, younger children independently explore sand and construction activities, helping to strengthen their gross and fine motor skills. Staff consistently reinforce key vocabulary by repeating words using varied tone and pitch, which captures children's interest and supports their language development. For example, children repeatedly hear words such as 'digger' and the colour 'yellow' during play.

Leaders ensure that staff make appropriate adaptations so that every child, including those with special educational needs and/or disabilities or other barriers to learning, can access the curriculum and achieve well. For example, outdoor activities are adapted to ensure that children can fully participate alongside their peers.

However, the teaching of mathematics requires sharper focus. Staff's planning for the systematic development of children's mathematical skills is not yet fully established. Consequently, although children engage in incidental counting and other activities, they do

not build consistently on their mathematical knowledge and skills to prepare them for later learning, including starting school.

Inclusion

Expected standard

Leaders are committed to removing barriers to learning for children with special educational needs and/or disabilities. They identify children's needs through a robust admissions process and work closely with families and external agencies to make informed decisions that achieve the best possible outcomes for each child.

Staff adapt activities effectively to enable children to participate wherever possible. They follow children's interests and have a secure understanding of each child's individual targets, as well as the next steps in their learning and development. Leaders and staff support children to access routines and all areas of the nursery through effective modelling, visual prompts and warm, responsive interactions. For example, when working on a specific target from a targeted plan, staff vary their tone of voice to encourage children's engagement. As a result, children sustain their attention for longer periods, supporting progress towards the targets identified in their individual plans.

All children, including those who experience barriers to their learning or wellbeing, are fully supported to access the curriculum. They feel valued, included and respected, and confidently participate alongside the friends they have made.

Leadership and governance

Expected standard

Leaders have a clear vision for the nursery. They gather detailed information about the local community, the children and their families to accurately identify the setting's strengths and priorities for development. Leaders are reflective in their practice, regularly monitoring the quality of teaching and learning to ensure that all staff understand and fulfil their roles and responsibilities effectively.

Leaders are committed to ensuring that every child is fully included in the nursery. They have established effective partnerships with external agencies and work closely with parents to create a fully inclusive environment. Parents speak highly of the nursery, particularly valuing its flexible approach and inclusive ethos. They feel well informed about their children's progress, and have a good understanding of their next steps in learning and how they can support these at home.

Leaders ensure staff always promote children's independence. This is a particular strength of the nursery. Leaders recognise the importance of allowing children to develop confidence by encouraging them to 'have a go', while ensuring that trusted adults are readily available to provide support when needed. Staff morale is high, and leaders at all levels take effective steps to ensure workloads remain manageable.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

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

Children start their day calmly and confidently at this warm and welcoming nursery. They settle quickly and say goodbye to their parents and carers with ease, and staff establish secure relationships with the children they care for.

Children of all ages enthusiastically engage in the wide range of stimulating activities available. Babies and younger children enjoy using large climbing equipment and digging in the sand tray, helping to strengthen their gross motor skills while developing coordination and control. Staff also provide opportunities for children to refine their fine motor skills through activities such as scooping, pouring and manipulating resources. Older children enjoy making cards and envelopes at the creative table and painting objects of different sizes in the garden. During these activities, children display high levels of focus and engagement. These experiences help to develop the fine motor skills needed for early writing. Children happily chat with their friends and familiar adults, demonstrating confidence in their communication.

Children typically demonstrate positive attitudes, supported by staff who model high expectations and respectful behaviour at every opportunity. Older children are encouraged to take on small roles of responsibility, such as 'behaviour officer' or 'helper'. These roles empower children to act as positive role models, encourage their peers and contribute to the smooth running of the nursery. Children take great pride and enjoy these responsibilities.

Next steps

- Leaders should ensure all staff engage with children effectively during group and circle times.
- Leaders should ensure the teaching of maths has a more explicit and sharper focus.
- Leaders should ensure children are clear about their expectations and rules, so they understand what is being asked of them.
- Leaders should develop clearer systems during the flexible arrival times to ensure children's teaching and learning are prioritised.

About this inspection

The inspector spoke with leaders, practitioners, 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:
Gareth Cotterell

About this setting

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2 Ilux Parade
Palmerston Road
London
E7 8FA

Type: Childcare on non-domestic premises

Registration date: 10/10/2024

Registered person: Mini Bees Forest Gate Limited

Register(s): EYR, CCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:30 - 18:30

Local authority: Newham

Facts and figures used on inspection

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

This data is from 2 July 2026

Children numbers

Age range of children at the time of inspection

1 to 4

Total number of places

90

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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