

Inspection of Clever Bees Nursery

749-753 Oldham Road, MANCHESTER M40 5AU

Inspection date: 22 November 2022

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 at this setting are confident and happy little learners. Babies and young children leave their parents easily on arrival. They are greeted by enthusiastic staff with whom they have positive relationships. All staff know the children incredibly well, leading to the children being settled and secure. The special educational needs and/or disabilities coordinator has a good understanding of children who may need extra help and support. The setting works effectively with other agencies to ensure all children can access the support they need to maximise their potential. Children benefit from a broad range of interesting resources. Staff identify what they want children to learn. Children's ideas and interests are used to plan activities. This allows opportunities for staff to build on children's understanding and extend their learning.

Overall, children receive consistently good interactions from staff, to support them in their play. Positive behaviour is actively encouraged by staff by using plenty of praise and rewards. Unwanted behaviour is dealt with swiftly. Children are promptly reminded of the boundaries in place and children respond well to these reminders.

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

- Children show lovely independence. They serve their own meals and drinks at lunchtime. They expertly peel back yoghurt lids, demonstrating they are familiar with doing things for themselves. They pour water into open cups and help themselves to food. Children are independent and confident enough to ask for support if they need it.
- Managers have a secure understanding of the curriculum's intent. They are ambitious in their plans for the setting and want to improve on the fascinating learning opportunities they already provide. Children make good progress.
- Staff feel supported by the management team at the setting. They have regular meetings with their supervisors. These allow them to assess their overall well-being as well as their daily work. Staff have access to opportunities for ongoing professional development. There is a robust staff induction system in place. This ensures staff have the knowledge and training to transition easily into the team with no disruption to the children's learning.
- To support the children, the setting's special educational needs coordinator collaborates effectively with staff, parents and children. Staff members display a thorough awareness of children's unique special educational requirements as well as how to support them. They collaborate closely with parents and other experts to provide a uniformed approach. This efficiently benefits the development and progress of all children.
- Staff know their key children very well. They have a sound understanding of

what their children are capable of and what they need to learn next. This is due to the close relationships they have developed with both the children and their parents, resulting in the children being very happy and settled in the setting.

- Parents speak extremely positively about the setting. They are complimentary about the care and education provided for their children. New children are given a flexible settling-in procedure by the staff. This helps parents and children acquire confidence during this period of transition. Parents have input into the setting's policies and their opinions are actively encouraged. Staff share children's learning and development with parents on a regular basis. This ensures children's changing needs are met, due to the frequent dialogue between home and the setting.
- Language and communication is a focus of the setting. Staff engage children in conversation to support their language development. However, at times, children are not spoken to in a way that challenges their thinking skills. Some interactions do not stretch children's communication and language skills. For example, children are not given enough time to respond before the adult speaks for them. This means that children's language is not developing as well as it could do.
- Children learn about the wider world. For example, children learn about different religious festivals throughout the year. However, each child's uniqueness is not celebrated well enough day to day. This impacts on the way children see themselves and their place in the wider community.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding arrangements are effective. Staff, even those who are new to the setting, are aware of and understand their obligations to protect children. They know how to recognise and respond to potential symptoms that can cause them to worry about children or other employees. Staff continuously monitor the environment to ensure the safety of children, taking action when potential risks are identified. Staff regularly risk assess the outdoor area before the children access it. They check for litter and any likely hazards that could compromise children's safety and impact on their play.

What does the setting need to do to improve?

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

- celebrate the diversity and differences in children and in the community further, allowing children to feel valued and develop understanding and tolerance of others
- support staff to raise the quality of their interactions with children, so that they stretch and extend children's communication and language skills even further.

Setting details

Unique reference number	2604578
Local authority	Manchester
Inspection number	10214002
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	50
Name of registered person	Clever Bees Nursery Limited
Registered person unique reference number	RP512880
Telephone number	01612779709
Date of previous inspection	Not applicable

Information about this early years setting

Clever Bees Nursery registered in September 2020. It is located in the Newton Heath area of Manchester. The setting is registered for 50 children. The nursery currently employs eight staff. All of the childcare staff are qualified from level 2 to level 6.

Information about this inspection

Inspector

Denise Barnes

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 spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views together with parents' written feedback.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.

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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