

The Worcester Park Day Nursery and Pre-school

Unique reference number (URN): EY391760

Address: Longfellow Road, WORCESTER PARK, Surrey, KT4 8BB

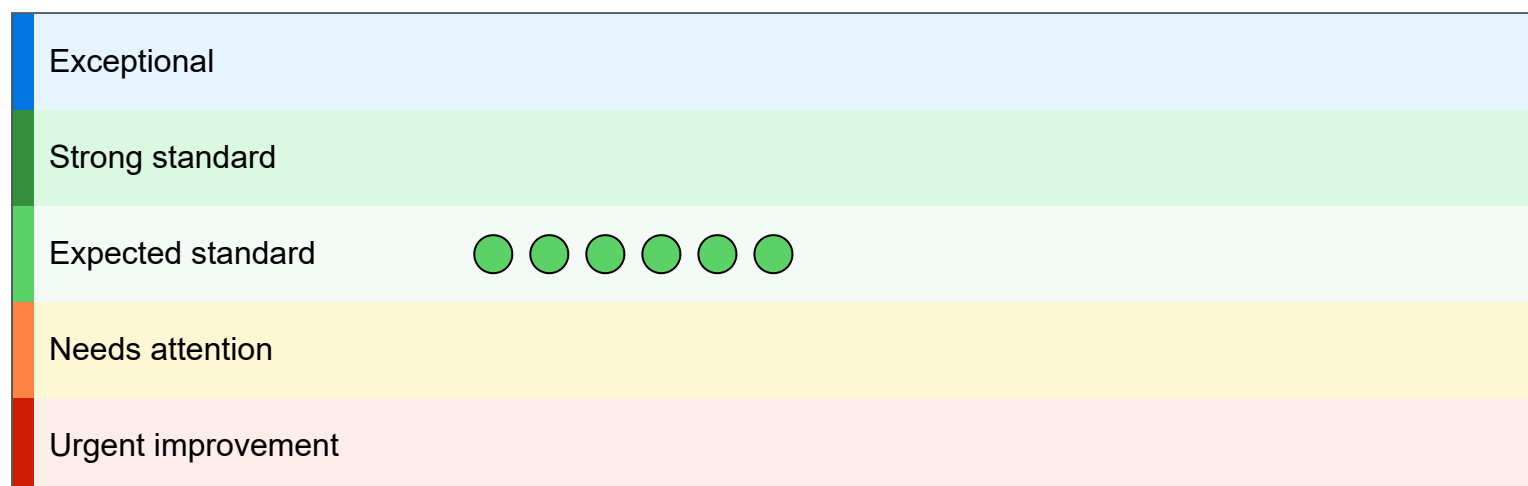
Type: Childcare on non-domestic premises

Registered with Ofsted: 10/03/2009

Registers: EYR, CCR

Registered person: Bizzy Bees Nursery Limited

Inspection report: 7 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.

Expected standard

Achievement

Expected standard 

Children are developing early communication skills. Babies babble, make sounds and learn new words. Older children hold conversations, talk about what they see and share their ideas. They are confident to play and share their knowledge. Children demonstrate independence skills such as handwashing, putting their coat on and choosing resources to play with. Older children have formed friendships and play cooperatively. Younger children play alongside peers and observe what others are doing. Children have developed mathematical skills such as counting and problem-solving. All children, including those with special educational needs and/or disabilities or other barriers to their learning, make progress and develop the skills they need to be ready for school.

Behaviour, attitudes and establishing routines

Expected standard 

Leaders have established a calm, positive environment where expectations for behaviour are clear and consistently understood. Staff model good manners and respectful communication throughout the day. Children respond well to this and are polite, confident and keen to take on small responsibilities. Clear routines and expectations help children feel secure. Relationships between staff and children are warm and nurturing. Staff recognise the importance of developing secure bonds, particularly with babies and younger children, and provide reassurance and comfort when needed. This helps children feel safe, happy and settled. Staff adapt daily routines to meet individual needs, ensuring that all children feel supported.

Staff manage challenging behaviour swiftly and sensitively and help children understand how their actions affect others. Children develop empathy and positive social skills. They play independently and cooperatively with peers. Staff promote teamwork and problem-solving. For example, children work together to build a large castle to sit inside. Leaders promote the importance of attendance and punctuality, working closely with parents and carers to reduce absence. Parents speak highly of the staff team, reflecting good relationships and effective partnership working.

Children's welfare and wellbeing

Expected standard 

Leaders and staff know children and families well and place high importance on meeting children's individual care needs. The effective key-person system helps children, including those facing barriers to learning or wellbeing, receive consistent and responsive care. Staff and children have trusting relationships and secure bonds. Babies and young children seek comfort from familiar adults, and staff respond promptly to children's cues. Daily routines, including around sleep and mealtimes, are adapted to meet individual needs.

Staff ensure that children have privacy and are cared for respectfully. Staff prioritise children's routines to promote emotional security and wellbeing. Children know how to practise good hygiene to stay healthy, for example around handwashing. Leaders provide a seasonal menu that is nutritionally balanced. Children understand about healthy foods, and

older children know this helps them to have energy and to grow. Snack and mealtime routines have been recently reviewed and amended to reduce disruption and support a calmer environment. Parents report that their children are confident, sociable and make progress in speech, independence and practical skills. They value the caring staff, personalised support and effective communication.

Curriculum and teaching

Expected standard 

Leaders work with staff to carefully plan the curriculum. Staff are supported to sequence learning goals across age groups so that children build skills step-by-step. Leaders monitor progress and teaching standards through assessment and observation. This helps ensure that children are prepared for their next stage of learning. Children's routines, interests and starting points are understood, and observations help staff determine what children need to learn next. Children's progress is shared with parents and carers, and staff suggest how parents can support children's learning at home. The setting celebrates 'wow' moments, which helps children feel a sense of pride. Children who need extra support, including those with barriers to learning, are monitored closely, and early intervention is provided quickly. Staff share information to support children to move on smoothly between rooms.

Staff understand the importance of developing early communication skills and supporting children's resilience, independence and social skills. Children spend time outdoors, developing physical skills and exploring the environment. Leaders have plans to further develop the outdoor space. This will extend children's learning opportunities outside. Children access books independently, recall details and information, and enjoy reading stories with staff. Mathematics is introduced through everyday activities. Children use mathematical language and show skills such as counting and sorting. Leaders monitor staff's practice and model teaching. Staff learn from one another, demonstrating a reflective culture.

Inclusion

Expected standard 

Leaders have oversight of all children's needs, including those with special educational needs and/or disabilities and those who face barriers to learning. Staff confidently identify when a child is not meeting expected developmental goals and raise concerns promptly. Leaders support staff to develop appropriate strategies. Individual strategies are clearly documented and shared, so all staff can provide consistent support and agreed adaptations. For example, calming techniques, sensory toys and visual aids support children's needs well. This ensures that children facing barriers to learning make progress and promotes an inclusive culture across the setting.

Leaders work closely with parents and carers to create and regularly review individual education plans. Parents describe the nursery as a welcoming, inclusive and a positive place for children to thrive. The curriculum is flexible, and staff adapt teaching well to meet the needs of all children. The setting uses additional funding to support children's development appropriately. Leaders maintain relationships with the local authority and other external agencies. All staff receive training so they understand referral processes and can

guide parents to access additional support where needed. This helps children to feel capable, confident and proud, regardless of any barriers to learning.

Leadership and governance

Expected standard 

Leaders know staff well and have a clear understanding of individual strengths and areas for development. A daily 'huddle' meeting supports effective communication by sharing priorities for the day and ensuring that staff are well informed. This helps the day to run smoothly and supports practice across the nursery. Staff workload is well managed, and staff report feeling happy at work and well supported by leaders. Leaders maintain clear oversight of staff targets and provide guidance where additional support is needed.

Staff wellbeing is prioritised, with adjustments made to support their individual needs. This contributes to a stable and motivated staff team. Leaders recognise the impact of their focus on managing children's behaviour. This has led to a positive culture shift in how staff understand and respond to children's behaviours. Children's emotional needs, especially those with special educational needs and/or disabilities, are typically met effectively. Parents and carers speak very positively about the nursery and value the partnerships in place. Staff take pride in the contributions they make to the design and delivery of the curriculum. There is a shared sense of purpose across the setting.

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 arrive happy and eager to begin their day at nursery. Staff welcome children warmly and help them to feel safe and secure. Staff take time to get to know each child and their family. This helps staff understand children's individual needs and adapt daily routines where required. Staff support babies well, building in time to sleep or adjusting feeding routines. Children form trusting relationships with staff. Younger children seek reassurance and comfort, while older children confidently ask for help. The curriculum focuses on each child's unique nature and takes their starting points into account. This helps children feel valued and develop a sense of belonging within the nursery community. Staff quickly identify children who would benefit from additional support, including those with special educational needs and/or disabilities (SEND).

Children enjoy their learning and are curious and engaged throughout the day. Staff follow children's interests and adapt activities to extend learning. For example, when children show an interest in water, staff provide further opportunities to explore this in different ways. Staff promote independence skills across all age groups. They adapt expectations based on children's ages and stages, including for those with SEND. Staff model kind behaviour and clear communication. Children learn to share, take turns and play cooperatively. Younger children receive support to manage frustrations, while older children work together to solve problems. This supports children's language and their social development. The environment is calm and organised. The nursery works in partnership with families to support children's learning and development. Staff promote the importance of regular attendance so children benefit fully from learning and routines. This helps all children to make progress from their starting points.

Next steps

- Leaders should further develop the use of outdoor provision to extend children's learning opportunities.

About this inspection

The inspector spoke with leaders, practitioners, special educational needs and/or disabilities coordinators, designated safeguarding leads, 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.

A quality assurance visit by an additional inspector was carried out at this inspection.

Inspector:

Harriet Wolfe

About this setting

Unique reference number (URN): EY391760

Address:

Longfellow Road
WORCESTER PARK
Surrey
KT4 8BB

Type: Childcare on non-domestic premises

Registration date: 10/03/2009

Registered person: Bizzy Bees Nursery Limited

Register(s): EYR, CCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:00

Local authority: Sutton

Facts and figures used on inspection

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

 This data is from 7 January 2026

Children numbers

Age range of children at the time of inspection

0 to 3

Total number of places

49

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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Piccadilly Gate
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