

Inspection of Bee in the Woods Kindergarten Stanmer Park

The Wellbeing Gardens, Stanmer Park, Lewes Road, Brighton BN1 9SE

Inspection date: 18 September 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this exceptional woodland setting. As they arrive, children are warmly greeted by the staff. They quickly become captivated by a large variety of rich experiences that have been provided for them. Staff's knowledge of children's development is exceptional. They consider children's unique characteristics and personalities when planning a bespoke curriculum. Staff are highly nurturing and sensitive to all children's needs. For example, for those children who are new to the setting and away from a parent for the first time, staff provide a tactile and loving approach, which strongly meets the emotional needs of children. Consequently, children demonstrate that they feel safe and secure as they show signs of confidence and resilience.

Children's attitudes to learning are consistently positive. They delight in the discussions that they have with both the staff and their friends. Staff encourage children to share their thoughts and opinions and listen to what others have to say. Children show a high level of maturity through their respect of their environment, the natural world and each other. Staff work hard to teach children skills that are essential for future learning and life. Children learn why it is important to take turns, work collaboratively and how to be a friend.

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

- The leadership and staff team are passionate in their roles. They are committed to early education and create an ambitious and sequential curriculum that is embedded across all areas of learning. They support children to ask questions and be curious in their play. Staff have high expectations for children's achievements and show confidence in what they want children to be learning next and the reasons why. Staff believe that rapid learning comes from happy children, who develop a sense of belonging in their learning environment.
- The staff team is highly qualified and continues to engage in ongoing training. This equips them to deliver targeted interventions that promote each child's learning. Staff develop the expertise they need to accommodate children's individual needs. For example, staff use positive reinforcement and visual prompts to support children's understanding of behaviour. This consistent and fully inclusive approach enables all children to make positive progress.
- A strength of the setting is how staff view children as equal participants in discussion and when planning activities. They are experts at supporting children to use their own problem-solving skills and lead their own learning. For example, staff use large, shared documents in which children record their own ideas and learning through marks, drawings and writing. This approach allows children to reflect on previous experiences and to plan new ones.

- Children are consistently supported to develop a varied and rich vocabulary. Staff introduce new words to describe mathematical concepts. Children learn about weight and volume as they measure materials on a weighing scale. Staff are experts at posing questions and supporting children's autonomy. They give children plenty of time to offer their thoughts and do not interfere in children's play.
- Story times are purposeful and magical. Staff bring books to life through interaction, movement, puppets and melody. Children are captivated listening to a story about owls who are waiting for their mother to return. Staff use these times to deliver a meaningful message. For example, young children find a connection and comfort knowing that 'mummy will be back soon.' Books are well used throughout the setting as children use them for developing their writing skills or own research.
- Staff ensure that all children have access to an exemplary environment, which supports children's physical skills. Children engage in acceptable risks as they climb trees, negotiate obstacles and swing in hammocks. They develop their small-hand muscles as they are taught to use tools to create sculptures, which they can take home. Staff and children engage in discussions about healthy eating and what foods give 'energy'. Children are exceptionally well behaved and have a mature understanding of the rules and boundaries. At group time, they proudly reiterate the rules of 'no licking, no picking' to keep both themselves and others safe.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2733101
Local authority	Brighton and Hove
Inspection number	10399214
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	15
Number of children on roll	39
Name of registered person	Collins, Lucy Elizabeth Owen
Registered person unique reference number	RP557570
Telephone number	07880727679
Date of previous inspection	Not applicable

Information about this early years setting

Bee in the Woods Kindergarten Stanmer Park registered in 2023. It operates from 8.30am to 4pm term time only in The Wellbeing Gardens at Stanmer Park, Brighton. There are six members of staff. Of these, five hold relevant childcare qualifications up to level 7. The kindergarten provides early educational entitlement for children aged three and four years.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation of a planned activity with the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the provision with the inspector.
- The inspector viewed a range of relevant documentation that was provided on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025