

# Busy Bees Day Nursery at Shenley

Inspection report for early years provision

---

**Unique reference number** EY307712  
**Inspection date** 26/05/2009  
**Inspector** Hilary Preece

**Setting address** 22 Andrew Close, Shenley, Radlett, Hertfordshire, WD7 9LP

**Telephone number** 01923 857585  
**Email** shenley@busybees.com  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Busy Bees Day Nursery at Shenley is one of a large chain of nurseries who operate throughout the UK. The setting opened in 2005 and was an existing nursery. It operates from six ground floor rooms with associated facilities in a purpose-built single storey premises. A fully secure, large outside area is available for outside play. The nursery is situated in Shenley, Hertfordshire and serves the local and wider community. The setting operates Monday to Friday from 07.30 to 18.30 for 52 weeks of the year, excluding bank holidays.

The nursery is registered on the Early Years Register. A maximum of 110 children may attend the nursery at any one time. There are currently 93 children aged from birth to under five years on roll, and of these, 23 receive funding for nursery education. Children can attend for a variety of sessions including full day care. The setting supports children who have English as an additional language and children with learning difficulties and/or disabilities. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register.

The nursery employs 16 staff who work directly with the children, of whom 12 hold appropriate early years qualifications to at least NVQ Level 2.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Planning based on each child's individual needs and interests successfully promotes children's good progress in most aspects of learning and development. The nursery values the diversity of its community and uses effective strategies to integrate those that may need additional support. Generally secure arrangements exist to ensure the safety and welfare of the children. Effective links and information sharing with parents and other settings ensure children settle in and move on to other settings with ease. A whole setting approach to self-evaluation is yet to be developed but regular self-evaluation by the management team ensures future priorities for improvement are identified and acted upon.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review procedures for ensuring that hazards to children - both indoors and outdoors - are kept to a minimum
- develop ways to encourage all staff and parents to contribute meaningfully to the self-evaluation process
- extend opportunities for children to count and calculate during everyday routines and situations such as meal times.

## **The leadership and management of the early years provision**

At the time of inspection, the nursery had undergone a period of change with a new management team in place and a major refurbishment underway. The manager is working hard to build positive relationships with staff and parents. She recognises this is still work in progress and the full impact of change may not yet be realised. Nevertheless, the management is clearly focused on helping children make good progress in their learning and development and promoting their welfare. Improvements such as a project to enhance the baby room by providing different coloured zones and resources to aid brain stimulation and relaxation, have had a positive impact on babies' desire to explore and investigate. Self-evaluation systems are effective in identifying strengths and areas for improvement. For example, company audits of the Early Years Foundation Stage (EYFS) in each room result in clear action plans highlighting areas for further improvement. Evaluation of children's views are also used to inform planning for each room. Some consideration is given to seeking the views of parents, with a new parent liaison group providing parents with an active voice. However, methods of actively involving parents and all staff members in the self-evaluation process have not yet been explored, which means all those involved in the provision cannot fully contribute to the continuous improvement of the nursery.

Good systems are in place for gathering information about children and sharing information with parents, resulting in smooth settling-in procedures and transitions between rooms and other settings. The management keep parents informed about any general matters and changes affecting the nursery through regular newsletters, emails and information displays. Room staff provide parents with verbal feedback each day and encourage access to well-documented baby diaries and children's learning journals. Parents comment on the caring nature of staff and most are satisfied with the communication methods and quality of information they receive.

Arrangements for safeguarding children are generally secure. Staff demonstrate how children are kept safe during emergency evacuations and show sufficient knowledge and understanding of the nursery's procedure for reporting child protection concerns. Policies, procedures and records for the safe management of the nursery are in place but are not always consistently followed. Daily checks of outdoor areas, for example, are not sufficiently robust to identify unexpected hazards such as building materials and rubbish, and staff are not always vigilant in identifying the potential risk of leaving a plastic apron in a bin that is easily accessible to young children. Consequently, children's safety is compromised at times.

## **The quality and standards of the early years provision**

Children's learning and development are promoted well. Most staff have a secure knowledge and understanding of the EYFS and cascade this to others. Rooms are bright, well planned and allow children independent access to activities and resources of their choosing. Planning and observation systems are effective and

used well throughout the rooms to ensure children's interests are at the heart of planning. Well-documented learning journals containing observations and photographs of children successfully show their progress towards the early learning goals. Parents are encouraged to contribute to these records by observing their children at home and sharing information about family and home events. They are also actively encouraged to be involved with their children's learning through attending, for example, a Mother's Day tea party or science activities, as well as formal parent evenings to review their children's progress.

Babies enjoy the security of close relationships with familiar adults. They gain confidence and self-assurance because they are warmly praised and encouraged. Positive behaviour is promoted throughout the nursery, with children learning to share and show respect for others. All children enjoy the social occasion of sitting around a table to share their meals and healthy friendships are evident as older children begin to play together in imaginative play. Children's independence and choice are promoted successfully. They help themselves easily to toys and activities, they are becoming independent in using the toilet and pre-school children confidently serve and help to clear away their own meals. This develops their sense of achievement and self-esteem.

Babies happily explore their surroundings and the interesting selection of resources available in the different coloured zones. They are particularly fascinated by black and white photographic images of themselves and their families that are made into boxes or shakers. Younger children enjoy sensory play. They explore the texture of paint on their fingers and learn to manipulate paint brushes to paint stars for a nursery rhyme display. Older children investigate sticky corn flour and water 'gloop', using it imaginatively to represent white paint. Children's early literacy is promoted through mark-making in sand and using pencils to draw and write. They use an interactive marker board to explore letters, numbers and experiment with technology. Children express themselves well and talk clearly about what they are doing. Emphasis is placed on supporting children's use of their home languages in the nursery so they become confident in speaking English too, and appropriate support is provided for those children with any additional needs. Cultural diversity is represented through the sharing of experiences and celebration of festivals that are meaningful to the children attending. Children show awareness of quantity and measurement. They pretend to measure the windows and their heads using lengths of shredded paper to represent a tape measure and older children recognise that two grape halves make a whole when put together. They count during songs and rhymes but staff sometimes miss good opportunities to challenge children to calculate and solve problems.

Children gain good insight into taking care of themselves. Effective hygiene routines throughout the nursery protect children from infections. Consequently, children understand the reasons for keeping their hands clean, for example. Nutritious meals are provided for children according to their individual dietary requirements. They enjoy their food and talk confidently about how eating all their lunch makes them 'big and strong'. A visit from a dentist and activities such as baby yoga, ballet and jazz dancing also support children's health awareness and well-being. Physical activity is provided each day and recent reorganisation of rooms provides most children with better access to free-flow play between the

indoor and outdoor environments. Children are therefore empowered to have more choice.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met