

# Busy Bees at Hartham Park

Inspection report for early years provision

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**Unique reference number** 123976  
**Inspection date** 07/10/2009  
**Inspector** Ann Marie Cozzi

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**Type of setting** Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Busy Bees Nurseries was registered in 1993 and is part of a large nursery chain. They are registered to care for a maximum of 44 children at any one time. There are currently 82 children on roll, 24 of whom are in receipt of early years funding.

The setting operates from the ground and first floor of a large, converted house situated in Hertford, Hertfordshire. It is open each weekday from 7.30 am until 6.30 pm all year round.

Access to the setting is via a small step. There are two fully enclosed outside play areas. Children can attend for a variety of sessions. The group has systems in place to support children with learning difficulties and/or disabilities or those who speak English as an additional language.

The nursery currently employs 14 full time members of staff and 4 part time staff, of whom 13 hold appropriate early years qualifications. One member of staff is currently working towards a Level 2 early year's qualification.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have a satisfactory knowledge of each child's needs which ensures that children's welfare and learning are, on the whole, promoted. There is a weakness in the planning and use of available resources to support children's learning and development. Some of the systems in place ensure that children feel safe and are protected from harm as they learn about the world around them. Partnerships with parents, carers and others are satisfactory and identifies the need for additional support. The process of self-evaluation is in its initial stages and therefore plans aimed at tackling areas for improvement are developing.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- make sure that effective systems are put in place to ensure that the individual needs of all children are met (Organisation). 22/10/2009

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

- reappraise risk assessments to ensure that environments and activities to which children are being exposed secure their safety at all times

- develop further systems of planning and assessment to ensure that learning opportunities are clearly based on observations of what the children know and can do and that their next steps for learning are consistently linked to the EYFS.

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

A robust recruitment procedure means that all staff are required to undertake an extensive range of checks, ensuring children's welfare is protected. There are clear procedures to follow in the event a member of staff suspects a child may be at risk. Many of the staff have undertaken training in paediatric first aid and hold a current qualification. This ensures that children receive appropriate care should a minor accident occur. Generally, hygiene practice is promoted with the children through daily routines. There are also adequate measures in place to prevent the spread of infection. There is a wide range of written policies and procedures which are on the whole implemented in practice. However, risk assessments do not fully reflect all potential hazards children may come into contact with both inside and outside of the setting. The security of the setting is given high priority which is reflected in the clear and safe procedures implemented when children are either dropped off or collected by parents and carers. Staff ensure that the premises remain secure throughout the session ensuring that children are prevented from leaving unescorted. In addition the identification of visitors to the setting is recorded along with their hours of attendance. The process for self-evaluation is in its early stages; the manager is aware of the setting's strengths and has identified some areas for improvement. However, she is working towards clearly identifying and tackling key areas for improvement in order to bring about better outcomes for the children who attend.

The manager values her staff and is keen to promote their continuing professional development through the identification of individual strengths and training needs. This promotes positive outcomes for children as it ensures that staff are kept up-to-date with current childcare practice. Staff strive to promote an inclusive environment and there is no bias in practice in relation to gender, race or disability.

The manager and staff share positive relationships with parents and carers. Parents' views of their child's interests, health and well-being are regularly discussed. They are encouraged to share what they know about their child's development, particularly at the beginning of a placement. Open evenings provide an opportunity to share information which directly supports each child's learning and development within the Early Years Foundation Stage (EYFS). Regular consultation meetings are organised with the parent liaison group. Parents express their confidence and satisfaction with the service provided.

Staff demonstrate a sound knowledge of most aspects of the EYFS and as a result, children are making satisfactory progress towards the early learning goals. In the main, activities provided cover all areas of learning. The organisation of the

environment and resources at times help children to make some choices and decisions about their play and learning.

## **The quality and standards of the early years provision and outcomes for children**

Children are making satisfactory progress in their learning and development. They are provided with a reasonable range of activities and storage throughout the setting is at low-level. This demonstrates that some consideration has been given regarding children's access to toys and resources. However, the organisation of the setting overall does not ensure children's consistent access and as a consequence, at times children have limited opportunities to initiate their own learning across all areas. In addition it is not always clear how their individual program of learning is planned linked to the next steps in their development. Staff undertake observations of children, however, the quality of the information gathered is developing to ensure that all areas of learning are consistently included and that they clearly show what children are learning and how their skills are progressing.

There are systems in place to support children with learning difficulties and/or disabilities and for children whom English is an additional language. The manager is committed to work with other agencies to ensure that children's individual needs are met. Plans to promote partnerships with other providers of education and care have been identified by the manger as an area for further development and are currently in their infancy.

Children are on the whole well behaved and this is because staff use a range of strategies to manage their behaviour in order to begin to develop their understanding of right and wrong. For example, distraction techniques are used to good effect and at times clear and appropriate explanations are given to children which helps to develop their confidence and promotes self-esteem. Babies express their feelings and needs to staff using a range of gestures, actions and facial expressions, for example, they express their delight when they attract a member of staffs positive attention as they make marks in sand on the floor. This shows they are forming positive and secure attachments with the adults who care for them. Older children are becoming confident communicators as they learn to express themselves through activities such as role play, for example, as they talk to their peers and staff about the pretend cakes they have just made out of play dough. Toddlers receive positive praise and encouragement as they develop their mobility and spatial awareness whilst practising walking in the outdoor play area, carefully negotiating their way around their peers and resources. Older children enjoy exploring the different textures of equipment, running, climbing and jumping as they develop physical skills and coordination when accessing large outdoor play equipment.

Babies are beginning to make some choices about what they want to play with as they select from the toys set out for them. Older children show a developing interest in books as they approach members of staff to read a story which they have selected. They enjoy listening to and interacting with adults, for example, when singing simple songs and rhymes, which helps to develop their

communication skills. In addition babies are encouraged to learn some simple sign language to aid communication. Children demonstrate confidence as they part from their parents and carers with relative ease. Children learn to count through the daily routine and activities provided, for example, older children count the stairs as they walk down with staff on their way to the outdoor play area. Younger children watch and listen as staff count how many bricks they have used to build a tower. Some children are beginning to demonstrate a positive disposition to learning as they enjoy exploring and investigating independently. For example, as they work out how much play dough they need to fill a puzzle base as they make pretend cakes.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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