

# Busy Bees Day Nursery at Chingford

Inspection report for early years provision

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**Unique reference number**

EY289831

**Inspection date**

22/03/2010

**Inspector**

Lindsay Hare / Jo Rowley

**Setting address**

Unit 2, Larkwood Leisure Park, 175 New Road, Chingford,  
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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*.

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.

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## **Description of the setting**

Busy Bees Nursery at Chingford registered originally in 2001. It is a full day care provision and is registered to the Busy Bees chain of day nurseries. It is situated on the Larkwood Leisure Centre site in Chingford. It operates from a one storey purpose built unit and has access to eight playrooms, toilet areas for staff and children, a kitchen, office and two fully enclosed outdoor play areas. The setting is registered to care for a maximum of 120 children under eight years, 108 of whom may be in the early years age group and serves the local community.

The setting is open every weekday from 7.30am until 6.30pm for 52 weeks of the year and is closed on bank holidays. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 148 children on roll, 140 of whom are in the early years age group. The nursery currently supports six children who speak English as an additional language.

The nursery employs 30 staff, 22 of whom hold an early years qualification and two members of staff are currently working towards a childcare qualification. One member of staff has Early Years Professional Status and the setting receives support from the Early Years Partnership.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are generally making some progress in their learning and development, however, staff do not always fully support children in extending their learning and there is a weakness in the planning and assessment process. The setting works positively with parents, providing lots of information and support. Children have access to a wide range of age-appropriate resources and equipment, although, the setting is not always fully inclusive. Children are protected from harm and health procedures are effectively implemented. Ineffective organisation of routine tasks and staff deployment at certain times is poor and children's independence is not always encouraged. The setting's self-evaluation is developing and takes account of other's views, therefore, highlighting some areas for improvement.

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

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

- plan for the needs of all children with particular reference to those learning English as an additional language (Organisation).
- 12/04/2010

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

- ensure that the assessment shows children's progress towards the early learning goals and informs future planning
- extend children's learning and provide suitable challenge for more able children with particular reference to promoting opportunities to develop children's independence
- improve staff deployment and the organisation of everyday routines, in particular lunch and sleep times to ensure that children are fully supported.

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

Children's welfare is generally promoted as there are sound safeguarding procedures in place which are available to staff and parents, therefore children are safeguarded. There are ongoing robust systems in place to ensure that all staff are suitable to work with children and to ensure that any unvetted persons do not have unsupervised access to children. Suitable risk assessments and daily checks are in place to ensure hazards are minimised or removed. Children's nutritional health is promoted as well-balanced meals and snacks are provided, however, the ineffective organisation of mealtimes results in children waiting long periods for their meals after they have been served up. Poor staff deployment, when completing routine tasks means that opportunities are missed to support children and build upon their knowledge and skills. For example, young children are left to feed themselves whilst staff serve food or lay out beds and older children are reminded to be quiet whilst staff sit with those children sleeping.

The setting has a positive relationship with parents and they are involved in the evaluation of the setting's practice. For example, parents complete an assessment of the individual base rooms throughout the year and are asked to respond anonymously to questionnaires following internal inspections by the day care organisation. Parents are given ample opportunities to share in their child's achievements as they receive a daily feedback sheet and are encouraged to talk to staff when collecting. There are two parent evenings annually as well as social events such as a recent Mothers day tea party. The manager regularly meets with parent representatives through the parent liaison group to discuss any issues and the minutes from these meetings are displayed for all to see. Various information in different languages is made available to all parents and lots of background information about children's religions and home languages is obtained initially when children start. However, the setting is not fully inclusive of all children, particularly those with English as a second language. For example, although key words in the child's home language are obtained, they are not being used by staff to support children in their communication, language and literacy. The health visitor attends the setting each month to offer support and advice for parents who may not be able to attend the health clinic due to working hours and the nursery is in the early stages of developing links with other provisions caring for the children.

There is a commitment to reviewing the setting's practice through supervision and appraisal systems as well as through the self-evaluation, where some areas for improvement have been identified. The Busy Bees organisation conduct internal

inspections and senior staff members carry out observations of the base rooms in order to identify any issues needing attention.

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

Children make some progress in their learning and development because most staff have had some training in the Early Years Foundation Stage. However, the detailed observation and assessment files for each child do not clearly show where children are in relation to the early learning goals and therefore children's next steps are not effectively identified to inform the planning. Poor organisation at routine times of the day results in missed opportunities to extend children's learning, in particular promoting their independence. For example, at mealtimes, all placemats are laid out for the children, they are not encouraged to serve themselves and staff do not use this time effectively to talk about healthy eating.

Children are warmly welcomed and staff gather lots of information about each child's background before they start at the setting. Initial assessments show where children's starting points are against each area of learning and initial observations identify social skills and particular interests to help settle the child. Parents are encouraged to contribute to the children's assessment files, for example, by completing observations at home. Children enjoy making music, for example, young children use a range of musical instruments, whilst the older children have opportunities to participate in 'Kindermusik' sessions with staff, moving in different ways, using scarves and instruments, in time to the music.

Children have access to outside areas where they can run around and use various equipment. They are offered football coaching by an external coach and are supported by staff who encourage them and join in with the warm up actions. Children gain an awareness of the wider world as they learn information about different countries. For example, a display about 'Spain' shows the country's flag and talks about oranges that come from Seville. They take turns in using the computer and younger children use various interactive toys. For example one toddler was observed holding the toy phone up to his ear and chatting into it, promoting imaginative skills.

Children are given regular opportunities to mark make. They are encouraged to display their individual work and some children are able to write their names independently whilst younger children are observed to be writing over dots and copying. Children use large floor tiles and separate them into numbers and letters, connecting them in order. However, staff do not always extend children's learning, for example, children building a tower were not encouraged to count how many bricks they had used or measure their towers. Children are not encouraged to describe the shape and texture of items as they guess what is in the bag, such as a 'pom-poms'.

Children regularly practice the fire drill to ensure they are familiar with the evacuation route, although at other times clear explanations are not always used to promote children's understanding of keeping themselves safe. For example,

young children are advised to get down from standing on the sofa although they are not told the reason why. All the necessary documentation is in place and clear records, with detailed information about the children, are kept to ensure that staff are fully aware of each child's needs.

## 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	2

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

The quality of the provision in the Early Years Foundation Stage	3
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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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## **Annex B: the Childcare Register**

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

Met