

# Busy Bees Day Nursery at Mill Hill

30 Millway, Mill Hill, London, NW7 3RB

<b>Inspection date</b>	08/10/2012
Previous inspection date	15/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are happy, settled and navigate confidently around the well resourced environment.
- The staff work well with parents to ensure smooth settling in, the sharing of information and actively involve parents in their child's learning.
- The good quality of teaching for older child is a particular strength, engaging children's learning very well and supporting them to become keen learners.

### It is not yet outstanding because

- Opportunities for all children to independently access and use resources are not fully embraced.
- Staff do not make the most of opportunities to communicate with and model language with babies.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities and interaction between staff and children during free play and planned activities in each of the five rooms of the nursery.
- The inspector held a meeting with the manager of the provision
- The inspector completed a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation
- The inspector spoke to some children, staff and parents, taking their views into account

## Inspector

Katie Dempster

## Full Report

### Information about the setting

Busy Bees Day Nursery registered in 2000 and is part of the chain of Busy Bees Nurseries. The group operates from a residential building which has been converted to accommodate the needs of the nursery. The nursery is registered on the Early Years Register and there are currently 97 children on roll. The nursery is situated in a largely residential area of Mill Hill in the London Borough of Barnet. Children play and are cared for in four groups according to their age. The group receives funding for the provision of free early education

for three and four-year-olds. The setting supports children's with special educational needs and/or disabilities and those learning English as an additional language. The nursery operates from Monday to Friday between 7.00am and 6.30pm all year round. The joint managers and 17 of the 27 staff working with the children have appropriate early years qualifications. The nursery receives advice and support from the company headquarters, their area support workers and from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- Teach all children where appropriate to use and care for materials, and then encourage them to do so independently
- Talk to babies about what you are doing and what is happening to encourage them to link words with actions

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are happy, content and show high levels of confidence. The welcoming and well resourced learning environment encourages children's interest and staff plan well to ensure children receive a full and varied educational programme across all areas of learning. Planning is fully informed from the various methods in place to capture children's current interests and progress. Furthermore, all information gained on the children is carefully assessed against 'Development Matters in the Early Years Foundation Stage' documentation. This results in staff rapidly understanding the individual progress their key children make and enabling them to plan effectively for the next steps in their learning. As a result, children's progress is good in relation to their starting points.

Staff are well deployed within the setting and ratios are high. This provides opportunities for staff to spend quality time with the children and they are observed to use good teaching techniques. This is exceptionally well established in the older age group room. For example, a group of children busily make space ships at the construction table and then proudly show off their creations upon request of a member of staff. She offers much praise and enthusiasm, asking questions about the different space ships and rockets they have made. She keeps the children engaged by suggesting a rocket launch, which excites the children as they line them up ready for the launch. The member of staff fully joins in with their play as she gets into character, saying, 'blast off'. She skilfully maintains the children's interest by asking questions about space, allowing the children to lead the conversation. Finally, with their attention and imagination fully engaged they pretend to be astronauts, using long, slow strides to mimic being in space. This high priority placed

on children's experiences results in children becoming keen learners who display the characteristics of effective learning. While the quality of teaching is high with the older children, staff sometimes miss opportunities for good quality interaction with the younger children and babies. For example, presenting a narrative when completing tasks to provide opportunities for children to make links between words and actions.

Younger children have many opportunities to gain good hand and finger control. They enjoy exploring the sand, using their fingers to feel the grains and using different tools to scoop, pat and dig. They use scissors, under close supervision of staff, learning to use their grip and finger control to open and close the blades. Children show a keen interest in books from a young age; they learn to handle books appropriately, knowing which is the front and back and which way to turn the pages. Older children show they know print carries meaning, as they pretend to read stories to one another.

Children learning English as an additional language are supported well. In partnership with parents, staff learn key words in the children's home language and use them to support children's care and learning. Some of the words are displayed around the environment to make the setting feel more familiar for both children and parents. There are also effective systems to support children with special educational needs and/or disabilities. Staff work effectively in partnership with parents and other agencies. This supports them in being able to identify and implement targeted individual plans for children. As a result all children are fully included and supported to make progress in their learning. All parents are encouraged to contribute information about their child and staff keep them well informed about the progress their children make. Furthermore, parents are given ideas for continuing learning at home.

### **The contribution of the early years provision to the well-being of children**

Children share warm relationships with each other and the approachable, friendly staff. They receive lots of reassurance as they separate from their main carers and settle in. This helps them to feel confident and secure. Transition from the home into the nursery is well-managed through a settling-in process. This continues through the nursery as children move on to different rooms. They explore their new rooms with their key person to help them to become familiar with these changes. Transitions to school are managed equally well. Staff prepare children through the introduction of packed lunches, for children to learn about self serving; children practice lining up and staff talk to them about school and friends who have left to start school. Furthermore, some children attend the nursery after their school session and this provides opportunities for children to talk to their peers about their school day in meaningful, real-life ways.

Staff provide an environment which allows children control over their play and learning. Children independently choose activities, resources and when they wish to play outside. On occasion however, younger children are not given the opportunity to be fully independent. For example, arts materials are made accessible for children but staff do not encourage children to make selections or pour the paints themselves. They learn to play safely and understand the behavioural expectations in the nursery.

Children thoroughly enjoy using their physical skills. They have tremendous fun playing in the rain, splashing in puddles as they use their bodies to jump and stamp. The nursery has also challenged the children to walk 'the golden mile'. Children learn about healthy lifestyles as they walk around the track at the nursery, clocking up steps towards their 'golden mile'. Staff also invite parents to track how far the children have walked at home, helping to involve parents in the importance of physical exercise. Children are encouraged to manage their own hygiene and personal needs; they access the toilet and wash and dry their hands independently. Older children understand the importance of not spreading germs as they cover their mouths when coughing and say, 'excuse me', also demonstrating good manners.

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

Leadership and management are effective, which enables the nursery to run smoothly. Managers have a good understanding of their responsibilities to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements for safeguarding children are securely in place. Clear policies and procedures contribute to the safety and welfare of the children, including a thorough safeguarding policy. Staff demonstrate a firm understanding of safeguarding and have all received training in child protection. Staff show a good knowledge and understanding of what to do if they have concerns about a child in their care. Recruitment and induction procedures are robust, resulting in children being cared for by suitable, qualified and experienced staff.

High priority is placed on monitoring the effectiveness of the provision, in particular, that of the educational programmes and the progress children are making. For example, managers track the variety of the activities used to promote the prime and specific areas of learning, as well as using tools to plot the progress children make. In-house self evaluation helps the setting to identify what they do well and target areas for future development. Since the last inspection, improvements have been made, positively impacting on the quality of teaching children receive, safety on outings and the recording of children's progress.

Managers are aware of the positive impact of supporting staff in their professional development. Formal supervision takes place providing opportunities for managers and staff to discuss performance, areas for development and any training needs. All unqualified members of staff are currently being supported in gaining a qualification, which the nursery has facilitated well.

Partnership with parents is well-established. The nursery team is welcoming and provides opportunities for parents to be involved in social events as well as formal meetings within the nursery. Parents state they are very happy with the level of care provided, giving much praise for the staff. Parents have access to a wealth of information; notice boards display interesting and easy to understand information about the Early Years Foundation

Stage and how the setting implements the framework. Photographs are displayed of children enjoying activities and staff illustrate them with links to the associated areas of learning. This helps parents to understand how their children are learning through play.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	147572
<b>Local authority</b>	Barnet
<b>Inspection number</b>	885972
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	78
<b>Number of children on roll</b>	97
<b>Name of provider</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Date of previous inspection</b>	15/06/2010
<b>Telephone number</b>	020 8906 9123

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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