

# Busy Bees Day Nursery at Chingford

Unit 2, Larkwood Leisure Park, 175 New Road, Chingford, London, E4 9EY

<b>Inspection date</b>	19/11/2012
Previous inspection date	12/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 benefit from a broad range of first-hand play experiences both indoors and outdoors.
- There are strong partnerships between staff and parents and/or carers.
- Children's good health is supported through the range of healthy meals and snacks, prepared and cooked on the premises.
- Children are happy and settled and their well-being is well fostered as staff have a good understanding of the policies and procedures to ensure the smooth running of the setting.

### It is not yet outstanding because

- Although behaviour is good, practice to help children to understand their feelings and emotions, and how their actions may affect others is not consistent throughout the nursery.
- Music playing in the rooms is sometimes too loud and limits conversations between key persons and children.

## 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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector talked to the manager and some staff.
- The inspector conducted a joint observation with the manager in one of the playrooms.
- The inspector checked a sample of documents including development plans, a sample of children's development records and the nurseries website.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children.
- The inspector observed children's play and staff interactions with the children.

## Inspector

Sue Mann

## Full Report

### Information about the setting

Busy Bees Nursery at Chingford registered in 2001. It is registered to the Busy Bees chain of day nurseries. The nursery is situated on the Larkswood Leisure Park 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 three fully enclosed outdoor play areas. The nursery is open each weekday from 7.30am to 6.30pm all year round. The nursery is

registered on the Early Years Register and the Childcare register. There are currently 134 children attending the nursery who are within the early years age range. The nursery supports children with special needs and/ or disabilities and children with English as an additional language. The nursery employs 39 staff, 29 of whom hold appropriate early years qualifications.

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

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

- keep background music to a minimum during social times, to allow children to enjoy using language to communicate with their friends and key workers
- provide a range of resources, such as books and puppets that can be used to help children understand their feelings and emotions and how to manage them.

### **Inspection judgements**

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

Children benefit from a good range of resources, which provide them with interesting and varied activities. Plans cover all seven areas of learning and staff respond well to children's emerging interests. Older children enjoy building structures with bricks, and other construction materials. Interactive whiteboards and mathematical areas in the pre-school room, allow children to develop an understanding of numbers and using technology. Staff promote children's language development through activities, story times and during mealtimes. Staff regularly observe what children can do and maintain clear records of the progress they are making. Children make good progress in relation to their starting points. Staff use observations and assessment well to guide individualised planning and ensure that children have plenty of choice. Planning shows where differing levels of support are necessary. As a result, children are well prepared for the next stage of their learning or transition to school. Children's learning journals demonstrate the range of activities they enjoy, all with photographs and comments relating to the experience. Parents are able to see their children's learning journals regularly and add comments or observations to the journals. This promotes links between the nursery and home.

Children have access to outside play areas on a daily basis. A canopy allows children to enjoy fresh air and exercise in all weathers. A football coach comes into the nursery once a week, which encourages children to develop good physical skills. Children clearly enjoy this, running around the play area and stopping when told to by the correct colour marker.

Children enjoy dancing to 'wake and shake' which the nursery uses to encourage children to move. Staff put on special red t-shirts, which signals the time for 'wake and shake', which prompts babies to start jiggling about in anticipation. This supports children's physical development, good health and well-being. Children enjoy playing in the large indoor sandpit, which is located in the main communal area. This helps children gain an understanding of volume and measurements as they fill up and empty their buckets with the sand.

Children enjoy playing in the brightly coloured indoor spaces that are divided into different age groups. The older children share snack and mealtimes with children from other rooms, in the large communal area. This allows children to develop their communication and language skills by listening and responding to their friends. Children freely access resources from the low-level shelves in each of the rooms. Children enjoy sharing books with friends or their key workers in the well-resourced quiet areas. Lots of soft cushions and toys allow babies to explore their surroundings safely. The nursery supports babies well with a good selection of suitable and clean resources.

The nursery involves parents as much as possible in their child's learning and development. Parents enjoy taking part in outings organised at the weekends by the manager. This allows working parents to spend time with their children and the staff. The nursery has various communication systems in place, for example, parent forums and meetings ensure that the parents are able to voice their opinions of matters regarding the care of their children and running of the nursery. This includes daily books, emails and boards informing parents of what activities their children have taken part in during the day.

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

Children have good opportunities to learn how to protect themselves in the event of an emergency as they practice regular fire drills. Comprehensive daily checks are carried out at the beginning and end of the day ensure that the environment is safe for children. A well-embedded key worker system ensures that staff meet the individual needs of children and support their learning and development effectively. Good staffing ratios and regular daily checks ensure that staffing requirements are correct at all times. Parents and practitioners enjoy good partnerships, which ensure that continuity of care routines are maintained. Therefore, children are happy, settled and feel safe within the nursery. Children develop high levels of confidence and self-esteem, as key workers are attentive to each child's needs, providing cuddles or kind words when needed. Overall, children are well behaved within the nursery; a behaviour policy is in place, which has recently been reviewed. Some key workers are not as confident in helping children to understand how some actions may upset others. This means that children are unable to understand how to express their feelings appropriately.

The nursery has many examples of the children's work, which is displayed on the brightly painted walls. The nursery supports children's understanding of diversity well, as there is good selection of resources including dolls, puzzles and books. Children develop a good

understanding of the importance of a healthy diet, as all food provided is healthy, balanced and nutritious. Children enjoy a selection of fresh fruit at snack times, which they serve for themselves. The qualified cook employed by the nursery, prepares healthy and balanced hot meals for the children at lunchtime. They enjoy potatoes, meat and vegetables, with fresh fruit for dessert. Children with special dietary needs are well supported as individual key workers put on red aprons and stay with the children whilst they eat their meals. This ensures that there is no risk of children eating food, which is unsuitable for them. Fresh drinking water is available at all times, to ensure that children are able to get a drink if they are thirsty. Children are able to talk to their friends during mealtimes; however, music playing loudly in one of the baby rooms prevents babies from listening to what their key workers are saying.

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

All staff have attended safeguarding training, which helps to ensure that they know what to do should they have a concern about a child. Additional documentation and posters in the staff room enable staff to access information as required. Staff have regular training during staff meetings to ensure that they are fully up-to-date with any changes in procedures and/ or policies. The nursery has a good range of policies and procedures in place, which they review regularly to ensure that they are up-to-date with current legislation. Staff have procedures in place to be able to write and share the two-year progress check with parents and Health Visitors. Comprehensive information is gathered from parents prior to children starting at the nursery, which enables key workers to obtain information on each child's initial level of learning and development. Children's key workers maintain good records of children's learning and development, which means that children make good progress towards the early learning goals.

Regular self-assessment by the manager and staff identifies areas for development, such as additional resources that would enhance the children's learning and development. The views of the parents are sought through regular questionnaires, verbal dialogue and the parent forum group. This allows the manager to monitor the effectiveness of the nursery and maintain continuous improvement.

Good systems are in place for new staff, all staff completes all necessary checks to be able to work with children. New staff follows a comprehensive induction programme, which ensures that they have good knowledge of the policies and procedures of the nursery. The manager monitors all staff through observations and appraisals to ensure that practices are consistent and support children's learning and development effectively.

The nursery has good partnerships with parents. Parents comment that they are very happy with the nursery and appreciate the support key workers provide for their children's needs. Parents comment that both the manager and the staff are approachable and always have time to discuss any concerns they may have about their children. Parents are fully informed about their children's day through communication books and daily verbal feedback.

The nursery has developed good links with other professionals; this means that they are able to access additional support should they have a concern about a child's development. Comprehensive transition books ensure that children's transition into school or other early year's settings is managed well. Teachers from local primary schools visit nursery prior to children starting school, which enables children to get to know their new teachers and help with the transition into school.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### 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>	EY289831
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	885525
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	120
<b>Number of children on roll</b>	134
<b>Name of provider</b>	Busy Bees Day Nurseries Limited
<b>Date of previous inspection</b>	12/01/2011
<b>Telephone number</b>	020 8524 7063

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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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