

# Busy Bees Day Nursery at Enfield

2 Florey Square, Highlands Village, London, N21 1UJ

<b>Inspection date</b>	24/07/2013
Previous inspection date	22/10/2010

<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 enjoy their play and learning because staff understand how children learn and provide stimulating experiences to support their all-round development.
- The manager and staff use effective measures to safeguard the well-being of the children and to protect them from potential hazards.
- The key person system effectively supports children's emotional development by enabling them to develop a strong sense of belonging.
- The manager uses effective systems to reflect on staff practice and develop the skills of the staff in order to improve outcomes for children.

### It is not yet outstanding because

- Staff do not consistently enable older children to do things for themselves in some aspects of the lunch time routine. This slightly reduces opportunities for children to develop their independence.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed activities in the children's rooms and garden.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documents and records, including records of attendance.
- The inspector discussed and observed the security of the premises.
- The inspector discussed recruitment procedures and safeguarding matters with the manager.

## **Inspector**

Christine Bonnett

## Full Report

### Information about the setting

Busy Bees Day Nursery at Enfield is one of 123 nurseries managed by Busy Bees Day Nurseries (Trading) Limited. It registered in 2001 and operates from a purpose built, two storey building situated in Winchmore Hill, in the London Borough of Enfield. The nursery is open each weekday from 7.30am to 6.30pm all year. There are currently 137 children aged from under one year to under five years on roll, some in part time places. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery supports children who are learning English as an additional language. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery employs 28 staff, 27 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:

- review lunch time arrangements for serving food allowing older children to further develop their personal independence skills.

### Inspection judgements

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

Children make good progress in their learning and development in the well-resourced nursery. Staff have good knowledge of how children learn and provide experiences for them that are fun and challenging. Staff use an effective system of observation and assessment to identify each child's individual learning needs. Play planning is effective and ensures that the next step for each child is included so that everyone makes good progress towards the early learning goals. The information gained from the observations and assessments forms the basis of the required progress checks for children at age two years. Parents complete a 'Getting to know your child' when they start the nursery. This gives the child's key person a wealth of relevant information to enable them to provide consistent and appropriate care and learning from the start.

Staff plan 'Our together times' with the children. This gives them the opportunity to spend time either individually with a key child, or with a small group of children. Having these focused sessions with young children helps them to develop their personal, social and emotional skills. Staff take good advantage of every opportunity to support children's learning by providing enjoyable play experiences for them throughout the day. For example, they ask children to anticipate what colour will be created when yellow and blue

paint is mixed together, or help them to build a tower with blocks asking 'how high is it?' These activities help children to develop their critical thinking skills and communication and language abilities. Children have plenty of opportunities to develop their pre-writing skills by using a range of different resources, such as chalk, pencils and paint. Younger children have great fun and get sticky as they use their imaginations to create models from paper and boxes.

Staff send home sheets to parents containing ideas about how they can support children's learning at home. Recently, parents made 'shakers' with the children using plastic bottles and brought them into the nursery. These are filled with a variety of items that make a good sound and have a strong visual impact. The children enjoy using them and talking about the experience of making them at home. Staff support children who are learning English as an additional language. They ask parents to provide key words in the home language so that they can communicate effectively with the children and help them to settle. Because staff routinely observe the children, they are quickly able to identify those needing additional support with their development. Staff make referrals to other agencies to ensure the child gets the targeted help they need.

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

The key person system is effective in the nursery and helps children to form strong emotional attachments to staff. Staff nurture young babies warmly and give them plenty of cuddles and eye contact. Babies respond with smiles and gurgles. Good support and planning takes place when children move from one room to another within the nursery. Development reports are updated and passed to the new key person. The children and their parents visit the new room to ensure that the transition is as smooth as possible for the child. Children are also well prepared for their next stage of learning at school. Teachers from local schools visit to talk to the children about school life. 'Transition reports' are prepared and information is shared to ensure that the children's individual needs are known and can be met appropriately in school. Nursery staff also help children prepare for school by promoting their independence and self-confidence.

Staff promote older children's independence well overall, for example, as they enable them to help lay the tables for lunch and pour their own water. The staff do not allow children to serve themselves at lunch time because of concerns that they might injure themselves with hot food. However, the food is left to cool on the trolley for a significant period of time before it is served. Therefore, staff miss this opportunity to further promote older children's self-care and independence skills in readiness for school.

Staff promote healthy eating and mealtimes are generally social occasions where children sit together and are supported by staff. A well-understood and efficiently implemented system is in place to ensure that children with food allergies are not put at risk by any cross-contamination of food. Staff teach children the importance of adopting good personal hygiene routines. Older children explain with conviction why they must wash their hands before eating.

The nursery is well-equipped with a good range of resources that are used well by staff to promote children's learning in all areas. The rooms used by the youngest children have good apparatus to enable babies to pull themselves up to a standing position in preparation for walking. They also have low-level steps and a slide to provide physical challenge for younger children. The garden is also well-resourced with climbing equipment to promote physical development in older children. It also has cosy, shady areas for reading stories and other quiet activities. Children sow plants and learn that they need sun and water to grow. This extends their understanding of the natural world. Children are eager to learn and enthusiastically engage in the activities. This means that there is a high level of energy in the nursery, particularly in the pre-school room. It also means that children's behaviour is very good because they are busy learning. Any squabbles between children are managed calmly and effectively by staff, who use age appropriate and positive methods.

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

The management team are fully aware of their responsibilities in meeting the learning and development requirements. The manager routinely oversees the practice of her staff to ensure that they meet the development needs of all the children. The manager is the designated safeguarding practitioner and has undertaken further training to equip her for the role. She fully understands her responsibility to comply with the safeguarding and welfare requirements and follow appropriate reporting procedures to promote the well-being of all the children. All staff recognise the importance of safeguarding the children and know the procedure for reporting any concerns. The 'whistle blowing' procedure gives staff the support and confidence they need to report any concerns they might have about any inappropriate conduct by a colleague, should the need arise. The recruitment procedure is robust and ensures that all staff have suitability checks before working with the children. The safety of children is a priority. Effective security measures are in place to ensure that intruders are unable to enter the nursery unchallenged by staff. The detailed risk assessments identify and minimise all obvious safety hazards on the premises and for outings. The manager ensures that sufficient staff are deployed in each part of the nursery at all times by carrying out a 'ratio check' four times a day. This ensures that the children are well-supervised and that the legal requirements for ratios of staff to children are met.

The manager reflects on and evaluates nursery practice in order to identify areas of strength and those requiring development. Since joining the nursery the manager has created a cohesive staff team that share her commitment towards providing high quality care for children. Her plans for the future development include reorganising the layout of the nursery. This is to help the pre-school children benefit by being based on the ground floor, thereby having constant access to the garden. Parents also have input into decision making at the nursery. At their suggestion, the security system was recently up-graded to allow them faster access to the children's rooms.

Staff establish effective relationships with parents. Parents are able to monitor children's progress by having regular access to the learning journals. The diaries used in the baby

room ensure that parents are well informed with all the relevant details about how their child has spent the day. On the day of the inspection parents commented about how happy they and the children are with the service the nursery provides. They value the good communication they have with staff and consider that the security of the building is effective in keeping the children safe. Staff also work effectively with other professionals, which helps to promote consistent care and learning for the children.

### **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 action. 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>	160113
<b>Local authority</b>	Enfield
<b>Inspection number</b>	927486
<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>	0
<b>Name of provider</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Date of previous inspection</b>	22/10/2010
<b>Telephone number</b>	020 8360 6610

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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, which are usually the childminder's 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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