

Busy Bees Day Nursery at Enfield

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

Inspection date	12/06/2014
Previous inspection date	24/07/2013

The quality and standards of the early years provision	This inspection:	
	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 settle very well and feel safe in the nursery because staff have a good understanding of their emotional needs.
- Staff plan lots of interesting and challenging activities that are based around children's interests. Therefore, children make good progress.
- Staff make good use of observations and assessments to identify gaps in children's development, to provide extra help if necessary.
- There is a strong key-person system in place and staff have a good understanding of safeguarding issues. Therefore, children are safe.

It is not yet outstanding because

- Staff do not consistently provide opportunities for children to write and form letters on their own. This means that they occasionally miss opportunities to fully promote children's early writing skills.
- There are few provision of resources in the construction area to enable children to routinely explore and discover length and size, to enhance their understanding of mathematics.

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 spoke to parents, children, and staff.
- The inspector observed staff and children in all the rooms and the outdoor areas.
- The inspector discussed the self-evaluation of the nursery with the deputy manager.
- The inspector looked at documents relating to the safe management of the nursery, including policies and procedures and staff records.

Inspector

Anahita Aderianwalla

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. The nursery 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 on roll, in the early years age range. The nursery offers 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 25 staff, 17 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:

- enhance the quality of the construction area for example, by providing further opportunities for children to use more mathematical resources, such as rulers and measure tapes
- encourage staff to provide regular opportunities for children to practise mark making, and writing and forming their own letters.

Inspection judgements

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

Staff provided children with a wide range of exciting and challenging learning opportunities in all areas of learning. They very knowledgeable and demonstrate a good understanding of how children learn. Staff make accurate and focussed observations to help ensure an individual approach to planning for children's next steps in learning. There is a good balance of adult-led and child-initiated play. For example, children have great fun using their imagination. They sit and pretend they are going on a picnic, and lay down a blanket and play food served on small plates. They direct their own play and staff are nearby to skilfully promote and extend their learning with questions that prompt children to think and solve problems.

Staff plan exciting and challenging activities that are based on the children's interests. More focussed activities are planned to support children's learning and interests. For example, the staff encourage children to create a jungle after they observe that children are immersed in imaginative play with jungle animals. This enables children to continue their interests and build their knowledge and understanding of different environments and

the world around them. Staff encourage children's understanding of mathematics through daily routines, such as meal times. Children count to see how many cups they need. They learn about weight and measure as they use scoops and different utensils and count the number of scoops as they fill the buckets. Staff display number lines and children begin to recognise sequences. Older children talk about length and shape while building towers in the construction room. However, there are few mathematical resources, such as rulers and measure tapes to consolidate their learning.

Children are eager, active learners as the nursery is inviting offering exciting, quality resources that interest children and capture their imagination. Staff teach children that text has meaning and the indoor environment is rich in text, including words and symbols in children's home languages. Children enjoy favourite stories in a group. The use of musical props makes it exciting as staff encourage children to participate and to predict what happens next. They listen to and follow simple instructions. This prepares them very well for their next stage in learning. Staff use the well-stocked book corner effectively to enhance children's literacy development. In the main, staff encourage children's early writing skills. Children have great fun using chunky chinks to make marks in the garden. They experiment using their hands to make shapes and pattern in corn flour. Children's artwork is displayed and children take pride in their efforts. However, staff who work with older children do not always maximise opportunities for children to write and form their own letters. For example, while children make medals for Father's day, staff provide stencils for children to form capital letters in their salt dough. This does not consistently allow children to practise writing and forming letters independently.

Staff have high expectations for the children in their care and are committed to offering a broad range of learning opportunities. They positively encourage parents to support the children's learning and development at home. As a result, all children, including those with special educational needs and/or disabilities, make good progress.

Children enjoy their time outdoors. Staff promote children's physical skills well as they are encouraged to use the large climbing apparatus. Babies' physical skills are effectively challenged as they climb over soft-play 'assault courses' and splash around in water. Children negotiate space well as they ride around the garden confidently on bikes and trucks. They know how to stay safe when using the slide. They enjoy playing games in the outdoor playhouse, such as selling vegetables. They use a cash register and play money they have made, which encourages children to count and understand about money.

Staff are skilled at supporting children who are learning English as an additional language. They provide a broad range of resources, such as dual language books and signs in the child's home language, to show they are valued.

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

Children settle quickly and are happy and eager to learn as they have formed close, secure attachments to their key person. Meaningful information, such as children's routines, likes and dislikes are discussed from the outset and this positively contributes to

a smooth transition from home to pre-school.

Children show willingness to participate in all activities offered and are able to do so in a very safe and secure environment. This is because staff prioritise children's safety at all times. Staff teach children how to keep themselves safe as they discuss road safety when walking in the local environment. They practise fire drills and children know they must listen and follow clear instructions to enable them to evacuate the premises quickly and safely.

Staff are gentle in their manner and are good role models who speak calmly and respectfully to the children at all times. Consequently, children are friendly, polite and are kind to one another. Their behaviour is good and this is because they know what is expected of them. Staff have high expectations for the children in their care. They regularly praise children's achievements and efforts. For example, staff thank the children for sharing a popular toy in the garden.

Through good quality teaching, children are beginning to understand about the importance of a healthy lifestyle. Staff offer them a variety of healthy and nutritious snacks in line with their individual dietary requirements. Children are encouraged to make decisions about what they eat and drink and independence skills are encouraged from an early age. For example, babies are encouraged to use forks and spoons at meal times and older children pour their own drinks and tidy away after themselves.

Staff teach children the importance of staying safe in the sun as they are encouraged to wear sun hats and sun cream when playing in the garden. All children are positively encouraged to enjoy fresh air and exercise daily. They independently take care of their personal needs as they use the toilet. Visual prompts are displayed to remind children to wash their hands after using the toilet and staff are always close by to offer support as required.

Staff provide good support as children are ready to move on to school. There is a good handover with the child's key persons and staff complete a comprehensive transition document to share with the school. Parents are involved at every stage. Children visit their school with their key person so they become familiar with their new learning environment. Reception teachers are invited to pre-school to meet the children in their familiar surroundings. Staff plan specific activities to help children prepare for the move to school. For example, they provide books about going to school, and uniforms are available in the role-play area, enabling children to dress up. Working in partnership with local schools has a positive impact on children.

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

The manager and her team of staff are dedicated and committed to provide a good quality childcare provision for children. The inspection took place following a notification from the provider about a safeguarding issue. Ofsted visited and issued notices to improve the

safeguarding policy, procedures, and records. The provider was also required to ensure there was a suitably qualified named deputy. The provider took swift and effective action. The manager has a good deputy who shares the responsibility and is suitable to oversee the running of the setting in her absence. On the day of the inspection, the deputy manager was in charge. The deputy is fully informed of any concerns and information is shared with her at all times. Hence, senior staff are able to act quickly in the event of the manager's absence. Safeguarding policies and procedures are robust and in line with the Local Safeguarding Children's Board. Staff demonstrate a clear understanding of their own personal responsibility to safeguard children and this is embedded in everyday practice. A thorough recruitment process ensures staff complete appropriate checks and an induction. All staff members and all staff have recently completed further safeguarding training to ensure they have a clear understanding of the procedures to follow, should they have any concerns regarding children in their care. Management have a clear understanding of informing relevant agencies in the event of a child protection referral. This means children's well-being is protected.

The senior management team effectively monitor and evaluates staff practice because they have a strong understanding of how children learn. Systems for staff training, appraisals and supervision ensure staff receive coaching to improve their personal effectiveness. A childcare advisor works closely with the management and staff team to ensure all staff are fully supported in their professional development and training. Consequently, the quality of teaching is strong and all children make good progress.

The provider places high importance on promoting children's safety and staff conduct visual and written risk assessments of the premises and for any outings. This effectively minimises hazards to children and keeps them safe. Children's welfare is further protected because of the staff's good practice and procedures relating to accidents, medication, and sickness.

Staff are reflective and evaluate the activities offered to children. Management clearly know the strengths and areas for further development through an effective self-evaluation process that consistently includes the views of parents and children. Management and staff have introduced many changes that improve outcomes for children. For example, they have introduced 'Shake and wake' programme and baby massage sessions to encourage healthy lifestyles. In addition, older children enjoy French lessons.

The senior management team and staff invest time establishing strong partnerships with parents and other carers involved with their children's development. This means that children receive consistent care and education. Parents are encouraged to share what they know about their child's abilities when they first attend, and are positively encouraged to support their children's learning at home. A home communication book is used to assist this process. An open-door policy, easy access to children's development records, and arranged meetings with the children's key person offers parents opportunities to discuss their children's development. Staff provide an activity pack for all parents to enjoy playing with their children at home and each room has parent representatives that represent the interests of families who use the nursery. Regular parents' meetings, and strong key-person relationships, mean that all children benefit from good continuity in their care and learning.

The nursery staff have a clear understanding of their responsibility to work in partnership with other professionals to access good support for children when necessary. They have established strong links with other professionals and have devised ways of working with them to secure continuity of care for all 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	160113
Local authority	Enfield
Inspection number	972808
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	120
Number of children on roll	137
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	24/07/2013
Telephone number	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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