

# Busy Bees Day Nursery at Westminster

84a Horseferry Road, London, SW1P 2AD

<b>Inspection date</b>	23/09/2014
Previous inspection date	04/09/2013

<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	2
The contribution of the early years provision to the well-being of children	4	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

- Staff implement effective systems to plan for the next steps in each child's learning, so children make good progress
- Children who are learning English as an additional language benefit from good support to develop their communication skills and their languages are reflected well within the nursery.
- Children benefit from a welcoming and inclusive nursery. They have access to a broad range of play materials and resources in the group rooms and particularly in the outdoor area.
- The manager supervises the work of all staff, giving clear expectations and direction about how to consistently follow procedures and maintain good quality provision for children.

### It is not yet outstanding because

- Systems to monitor the development of children who are on short-term placements are not completely robust to help each child to reach their full potential.

## **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.

## **Inspection activities**

- The inspector observed children in all rooms, spoke to the staff, observed staff in their roles, and viewed the outdoor play areas.
- The inspector spoke to a number of staff to explore their knowledge of the setting's policies and procedures, and their role as a key person.
- The inspector met with a sample of parents to gather their views about the service they and their child receive.
- The inspector sampled a range of documentation, including children's learning records.
- The inspector completed a joint observation with the manager.

## **Inspector**

Patricia Edward

## Full report

### Information about the setting

Busy Bees Nursery at Westminster is one of a chain of nurseries owned by Busy Bees. It registered in 2006 and operates from the first floor of an apartment block, in self-contained purpose-built accommodation. The nursery has an enclosed garden for outdoor play. It is situated within Westminster, in central London, an area well supported by public transport links.

The nursery opens each weekday from 7.30am to 6.30pm throughout the year, only closing for public bank holidays. There are currently 72 children aged from three months to under five years on roll, including some children who are learning English as an additional language. The nursery is in receipt of funding to provide free early education for two-, three- and four-year-old children.

The nursery employs 12 staff, who all hold appropriate early years qualifications. There is one staff member who has Early Years Professional Status; one staff member holds a BA Hons degree with Qualified Teacher Status; six staff members hold a BA Hons Degree in early years; one staff member holds a qualification in early years at level 3, and three staff hold qualifications in early years at level 3. The nursery is registered on the Early Years Register.

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

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

- further develop systems for monitoring the progress of children who attend the nursery on short-term placements to support their next steps for learning more effectively.

## Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and provide well-planned activities which support children's all round development. The educational programmes cover the seven areas of learning and offer a wide range of learning opportunities. This supports children in gaining the necessary skills they need in readiness for school. As a result, children are making good progress in their development. Staff obtain information about each child's starting points for learning on entry to the nursery. Thereafter they closely monitor children's progress through regular observations and assessments. They use the information gained from observations to identify the next steps in children's learning. This knowledge, together with staff's understanding of children's interests, informs careful planning to support each individual child's progress. As a result

of successful planning, children are motivated and eager to learn.

Staff carry out progress checks for children aged between two and three years and provide written summaries to parents. This helps to identify areas where children may require support so that staff can take appropriate action and progress checks help to keep parents informed of their child's development. When children attend the nursery on short-term placements, staff support their needs appropriately. However, due to the children's brief attendance the staff do not always fully identify how they can support children's next steps for learning.

Staff provide stimulating environments both indoors and outdoors. The nursery offers lots of opportunities for all children to investigate, experience things and to have a go through active play across the seven areas of learning. The children are encouraged to develop their own ideas, make links between ideas and to develop strategies for doing things. This is achieved within a good balance of child-initiated and adult-led activities. Consequently, children become confident, active and independent learners in readiness for the next stage of their early education and school.

Staff encourage all children to use their communication and language skills more and more as they progress through the nursery. They are provided with lots of labels, signs, text, print and pictures in the environment both indoors and outdoors. This helps staff to develop the children's understanding that print carries meaning. Staff communicate well with children by using open-ended questioning techniques, such as asking who, why and how to help extend children's language and thinking skills. Children who are learning English as an additional language receive good, targeted support and, overall, they are making good progress in their communication and language skills. All children enjoy listening to and responding to stories which promotes language and literacy development well. In each group room and the outdoor environment there are well-resourced book areas. Younger children access books independently and sit in comfortable book areas, turning pages with confidence and ease. Children in all group room areas have ample opportunities to make marks for a purpose. For example younger children in the outdoor area access large chinks and chalkboards. Older children are beginning to recognise letters of the alphabet and write their names, through the use of self-registration when they arrive. Children's creative and design skills are promoted well throughout the nursery. This is evident from the bright and colourful displays in the group rooms and hallways. Young children enjoy expressing themselves through music and movement sessions. Some are becoming skilled at using the CD player and press buttons to stop the music and to change the CDs.

The nursery promotes children's development in understanding the world particularly effectively. They have a very creative science group that a skilled and knowledgeable member of staff runs to teach children about the world around them. During a session about volcanoes the staff member was able to captivate the attention of her small group as they carried out simple experiments. They learnt words such as magma, lava, ring of fire, and completed an experiment with a small volcano that they had made.

Children have many good opportunities to explore the natural environment, especially in the outdoor area. They enjoy role playing in the building site area and access fluorescent

jackets, signs, shovels and wheel barrows to play imaginatively. Children also have opportunities to explore soil as they access the digging area, developing strong physical skills. Children celebrate a variety of festivals throughout the year which include Chinese New Year, Christmas, Easter and Diwali. They also have access to a wide selection of play resources reflecting positive images of diversity. These include dolls, books, puzzles and posters. This effectively supports the children to learn about differences and how to respect each other.

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

Children are happy, confident and demonstrate they feel secure at the nursery. Older children show a developing confidence and assurance in their play, holding detailed conversations and building secure friendships. Staff promote a gradual settling-in procedure to support children's emotional well-being so that children feel settled and happy. They are attentive to the needs of newly settling children, especially younger children. Arrangements are made to ensure key persons are able to soothe children if they become distressed. This effectively promotes continuity of their care as the key person is able to tend to their key child and become more aware of their emotional needs.

Children's behaviour is good and they are encouraged to be polite and share play resources with each other. Staff are good role models and lead by example. They use consistent praise and encouragement to develop children's self-esteem and encourage positive behaviour. Children are divided into age-appropriate group rooms and have access to activities and resources that reflect their particular needs and interests consistently well. Staff in all areas of the nursery provide a bright, welcoming, safe and stimulating environment where children are able to feel free and independent to explore and use their imagination. Resources are in abundance and are of good quality. They are also easily accessible to all children to support their independent learning through play.

Children are developing a good understanding about risks and keeping themselves safe. For example, when they were walking up the stairs from the outdoor area during the inspection, staff reminded them to walk carefully. Children also take part in regular fire drills, which ensures they have some understanding of how to evacuate the premises in an emergency.

The nursery promotes healthy eating continuously through the provision of good daily nutritious meals and snacks. Menus include fresh fruit, crackers, crumpets, vegetable lasagne, sweet and sour chicken with noodles and green beans. Mealtimes are a social occasion in all group rooms where children sit at age-appropriate tables and chairs. Staff sit close to babies and younger children, assisting with their feeding and providing help and support when needed. There are clear and effective procedures in place to protect children who have food allergies and or other special dietary needs. All children have daily opportunities to play outside and enjoy fresh air and exercise. They practise their physical skills by manoeuvring wheeled toys around obstacles and through music and movement sessions.

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

Leadership and management are effective, and, as a result, the nursery runs smoothly to meet children's individual needs. Managers have a good understanding of their responsibilities to ensure that the nursery meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good knowledge of how to keep children safe and implement this well in their practice. The environment is safe because staff carry out daily risk assessments on the premises, equipment and resources. This includes checking the garden is secure before use and conducting head counts when entering and leaving the outdoor area. The recruitment procedure for staff is effective and involves seeking appropriate checks to assess staffs' suitability for their roles and to work with children. The nursery receives regular visits and support from the Busy Bees' development and support team. They offer the nursery support and guidance in areas such as health and safety and the curriculum. This helps staff to drive improvement in their practice that benefits all children. Managers within the nursery work effectively together to monitor the educational programmes, observations and planning, and to ensure children are making good progress. Staff are well supported in their professional development. Regular supervision takes place, providing opportunities for managers and staff to discuss issues relating to performance and areas for development. Staff have regular opportunities throughout the year to take part in both in-house and external training and all staff hold relevant qualifications. This helps them to enhance their skills and practice, which helps to improve outcomes for children.

Arrangements for safeguarding children are securely in place. The effective implementation of 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 training. Staff show a good knowledge and understanding of what to do if they have concerns about a child in their care as well as the procedures to follow should an allegation be made against them. This helps the nursery to keep children safe.

Self-evaluation is effective and the management team shows a strong commitment to making continuous improvement. Since the last inspection, improvements have been made which have a positive impact on the safety and welfare of children, which was a weakness at the previous inspection. The garden has been made more secure to prevent children from leaving the area unsupervised. Younger children in the group rooms have access to visual display boards at their level, which enable them to become familiar with the nursery routine. Children in all group rooms and in the garden have more opportunities to make marks to practise their early writing skills. The management team has also implemented suitable systems for self-evaluation which includes seeking input from staff and parents. They have clear targets for improvement, which include introducing a buddy system for new children and providing more activities to reinforce and support healthy eating. This demonstrates the nursery has a good capacity to improve the quality of the provision further, and to improve outcomes for children.

Management and staff have developed good partnerships with parents, which work well to benefit the children's welfare, learning and development. Parents are complimentary about the nursery and the support they and their children receive. They state that they are kept well informed about their children's development and progress through discussions, parents' meetings and newsletters.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY330036
<b>Local authority</b>	Westminster
<b>Inspection number</b>	963254
<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>	72
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Just Learning Ltd
<b>Date of previous inspection</b>	04/09/2013
<b>Telephone number</b>	0207 222 4459

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted’s website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

