

Busy Bees at Thorley Park

Busy Bees Day Nursery, 16 Thorley Neighbourhood Centre, Bishop's Stortford,
Hertfordshire, CM23 4EG



Inspection date

14 April 2015

Previous inspection date

13 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Practitioners make very good use of children's interests to plan activities that engage them and promote learning. They ensure that they know about the children's latest interests by working very closely with parents on what children are doing and experiencing outside the nursery.
- Practitioners use the outdoors very effectively to support children in all areas of learning. The gardens are attractive, inviting and filled with stimulating resources. All practitioners offer children frequent opportunities to play outside, even when there is no direct access from the base room.
- Practitioners work incredibly closely with families to ensure children's emotional well-being. Children and the practitioners have very strong bonds that help children to feel confident and secure. Practitioners make excellent use of children's photographs in displays and resources, which promotes their sense of belonging very effectively.
- Children lead a healthy life at nursery. They enjoy nutritional meals that meet every child's specific dietary needs. The children benefit significantly from the fresh air and exercise opportunities. Children are encouraged to join in by the enthusiastic practitioners and their positive attitude to outdoor learning.
- Practitioners' continuous professional development is having a very positive impact on the quality of teaching. Practitioners working with the oldest children are having tremendous success in extending children's language skills.

It is not yet outstanding because:

- On occasions, practitioners do not make the most of every possible chance to promote every child's speech.
- Children do not always have as many opportunities as possible to serve themselves independently as practitioners do not want them to handle food from a shared bowl.

What the setting needs to do to improve further

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

- extend children's communication and language skills even further, by maximising their opportunities to use speech, considering carefully the use of comforters by older children that limit their chance to speak freely and frequently
- strengthen older children's opportunities for independence at snack times, by investigating ways for them to serve themselves without compromising hygiene, for example, by using tongs to serve bread and biscuits.

Inspection activities

- The inspector observed activities in each of the base rooms and the garden, and conducted a joint observation with the manager.
- The inspector, practitioners and children had wide ranging discussions at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the setting, including safeguarding, children's progress and self-evaluation.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector checked the evidence of the suitability and qualifications of practitioners working with children.

Inspector

Alison Reeves

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching throughout the nursery is good because practitioners are well qualified and experienced. Some are particularly skilled in using the innovative resources to deliver high-quality learning that engages and motivates children. The 'chatterboxes' get children involved in talking with enthusiasm about their special things. However, at times, practitioners do not make the most of opportunities for children to speak as they allow them to use comforters for extended periods. Practitioners cleverly include mathematics into their everyday activities, and as a result, children eagerly count and sort items. Children are imaginative and expressive. They enjoy using the interesting role-play areas where they make links with their previous experiences while making up their own stories. Children love books and can frequently be seen sharing stories with practitioners. Children include familiar tales in their writing and drawing. Babies particularly enjoy rhymes and songs that help them to develop early communication, personal, social and emotional skills. Children are making good progress securing essential skills in readiness for the next stage in their education.

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

Children are confident, happy and settle quickly, because of the good relationships they have with practitioners. Parents say practitioners are particularly caring and considerate, that nothing is too much trouble. They find this very reassuring when leaving their children at nursery. Children understand risk and willingly help to assess the play areas. Practitioners use robust hygiene routines and direct teaching to help children to develop competent self-care skills quickly. Children have many good opportunities for being independent and this could be extended further. They behave well and practitioners support them to manage their feelings and express them positively. Practitioners use effective techniques with the youngest children to help them to interact with others. For example, as one baby approaches an activity, the practitioner explains simply that the child would like to share, thus avoiding feelings that toys are being snatched away.

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

Safeguarding and recruitment procedures are robust and understood by everyone. Practitioners have a secure knowledge of safeguarding, which is maintained and developed through regular training. The managers ensure parents are familiar with the many aspects of safeguarding that help to protect children by using displayed materials that give clear, easily accessible information. Partnerships with parents are highly effective and there is a very good level of engagement in furthering children's learning. The team have very effective working relationships with other external agencies, and use a shared approach to plan for children's care and learning. The rigorous monitoring of children's progress and effective supervision of practitioners by managers and the wider company are used effectively. The resulting action plans help practitioners maintain the quality of the provision for children and they continually look to identify aspects for further development.

Setting details

Unique reference number	125069
Local authority	Hertfordshire
Inspection number	874788
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	55
Number of children on roll	105
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	13 January 2009
Telephone number	01279 654 830

Busy Bees at Thorley Park was registered in 1995. The nursery employs 22 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2, 3, 4 and 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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