

# Busy Bees Day Nursery at Enfield



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

## Inspection date

1 December 2015

Previous inspection date

12 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching does not always provide purposeful learning experiences for all children.
- Leaders and managers do not make regular checks to ensure the staff are meeting the needs of all children, throughout the day.
- Leaders and managers do not have secure procedures in place to make sure assessments about the children's learning are accurate. Due to this, not all children receive the support they need to make good progress.
- Staff do not always involve parents in setting next steps for their children's learning, including when parents raise concerns.
- Checks to maintain cleanliness of baby changing areas are not regular enough. In addition potential hazards which have been reported to management are not dealt with in a timely way.

### It has the following strengths

- The staff team are enthusiastic. Their interactions with children support the development of positive relationships and secure emotional attachments.
- Children are confident to make choices about their play as they move independently between the indoor and outdoor environments.
- Children have access to a range of good quality learning resources. The nursery provides an inviting environment for children where they are able to develop their imaginations and become active learners.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

	<b>Due Date</b>
■ ensure the quality of teaching and deployment of staff is monitored regularly, to improve learning experiences for all children, throughout the day	21/12/2015
■ improve assessment practice so that all children's progress is closely monitored and information is accurate. Ensure all parents are involved in developing plans to support their children's learning and progress.	21/12/2015

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

- improve standards of cleanliness by making regular checks to address any areas of concern swiftly, including in the baby changing area.

### Inspection activities

- The inspector observed children's play throughout the different rooms in the nursery, and outside in the garden.
- The inspector spoke with staff and children during the inspection. Meetings were held with the manager and development officers, who are part of the company.
- The inspector carried out joint observations with the manager.
- The inspector spoke with a number of parents and carers and took account of their views.
- The inspector looked at new planning and assessment systems, sampled documents that determine the suitability of staff working in the provision and reviewed other documentation, including risk assessment procedures.

### Inspector

Siobhan O'Callaghan

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Leaders and managers have an overview of the safeguarding, learning and development requirements. There are secure procedures in place to check the suitability of staff and to help them to understand their roles and responsibilities. Staff are clear about procedures to follow should they have concerns about a child's welfare. Therefore, safeguarding is effective. The newly appointed manager has developed evaluation practice to review the quality of the provision. She holds supervision meetings with staff and supports their professional development to help bring about improvement. However, the impact of this work is yet to be fully seen. This is because the nursery has experienced high staff turnover in the past six months and therefore, new staff are still settling into their roles. The impact is that the quality of teaching overall is not always good. Furthermore, the nursery has introduced new systems for planning and monitoring children's progress which staff are only just becoming familiar with. Therefore assessment is not always accurate. As a result, not all children receive appropriate challenges to help them progress.

### Quality of teaching, learning and assessment requires improvement

Children enjoy learning opportunities both indoors and outdoors. Older babies are confident to use apparatus to support the development of their physical abilities. Younger babies enjoy warm interactions from their key person. However, planned communication sessions are not always effective. This is because staff do not always remove babies dummies so that they can begin to express themselves through babbling and gurgling. Toddlers are developing their self-confidence when they explore the environment. They particularly enjoy teaching sessions when they are encouraged to guess objects that are hidden in a mound of shredded paper. Some older children are developing good skills to support their move to school as they are able to listen and concentrate when staff are deployed effectively to support learning. They can write their names; sound out familiar letters and confidently count to 10 and beyond. However, the inaccuracy of some assessments means that not all children are encouraged to develop skills appropriate to their stage of development. In addition parents who share concerns about children's progress do not receive appropriate guidance to make sure that agreed next steps are discussed and implemented for their children.

### Personal development, behaviour and welfare require improvement

Children are developing polite and cooperative behaviour as staff teach them how to behave in respectful ways. They are developing important self-care skills as they pour their own drinks and help to serve snacks at tea time. Staff teach children about the importance of healthy eating and managing their personal hygiene through routines. However, staff do not ensure that baby changing areas are always kept clean, and some hazards such as water collecting in the garden are not resolved quickly by management.

### Outcomes for children require improvement

Children enjoy their time at nursery as they arrive happy and settle quickly. The key person system is developing as staff are establishing positive relationships with their key children. Overall, children are supported to develop satisfactory progress in their learning.

## Setting details

<b>Unique reference number</b>	160113
<b>Local authority</b>	Enfield
<b>Inspection number</b>	1031769
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	120
<b>Number of children on roll</b>	137
<b>Name of provider</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Date of previous inspection</b>	12 June 2014
<b>Telephone number</b>	020 8360 6610

Busy Bees Day Nursery at Enfield is one of 236 nurseries managed by Busy Bees Day Nurseries (Trading) Limited. It registered in 2001. The nursery is open each weekday from 8am to 6pm all year round. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery employs 17 staff, 12 of whom hold appropriate early years qualifications.

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