

Busy Bees Day Nursery at Chingford

Unit 2, Larkwood Leisure Park, 175 New Road, Chingford, London, E4 9EY



Inspection date

7 March 2016

Previous inspection date

19 November 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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:

- Managers do not check often enough that staff are deployed effectively throughout the day, which means on occasion children's individual needs are not always met well.
- Managers and staff do not ensure individual plans for children identified as having special educational needs are implemented consistently. This means that children do not always receive the extra support they need to support them in their learning and development.
- Managers and staff do not always work closely enough with parents and outside professionals to ensure that children's welfare needs are discussed and monitored sufficiently well.
- Teaching is not consistently good. This is because some staff are not confident in promoting children's communication and language skills.

It has the following strengths

- Children are happy and settled at nursery. They enjoy warm relationships with staff which supports their emotional well-being.
- Staff are enthusiastic as they engage positively with children. They follow children's choices and give praise and encouragement to support their independent learning.
- Children behave well. They have developed strong friendships and show care and concern for others.
- Children have daily opportunities to be active and enjoy physical play which supports their health.

What the setting needs to do to improve further

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

	Due Date
■ develop systems to monitor the quality of teaching and staff deployment more effectively to help improve learning experiences for all children at different times of the day	30/03/2016
■ ensure all children identified as having special educational needs or additional welfare needs receive effective support and timely interventions in partnership with their parents to support children's learning and well-being.	30/03/2016

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

- improve staff's confidence in the use of questioning techniques to support children's language and communication skills, this includes, giving children time to think and respond to one question before moving onto the next.

Inspection activities

- The inspection was carried out following a notification from the provider raising concerns about the safe management of food for children with allergies.
- The inspectors spoke with parents and took account of their views.
- The inspectors observed children during their play.
- The inspectors carried out joint observations with the manager.
- The inspectors spoke with staff and children and held meetings with leaders and managers.
- The inspectors looked at a range of documentation, including online accident records, complaints log and children's assessments.

Inspectors

Siobhan O'Callaghan / Catherine Greene

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. There are secure vetting and recruitment procedures in place to help determine the suitability of staff. Safeguarding policies and procedures are well understood by staff who know how to manage child protection concerns. Managers have clear systems in place to support staff's professional development. Staff have access to ongoing training and coaching opportunities. This supports a happy and motivated staff team. Managers have an appropriate overview of the learning and development requirements. They support staff in monitoring children's progress and delivering a broad range of learning opportunities for children. However, they do not consistently ensure that staff are deployed effectively so they are able to implement fully individual plans to support children's learning. Partnerships with parents on the whole are positive; however, in some cases there have been missed opportunities to engage fully with parents and outside professionals. This means that not all children get timely intervention to support their individual health and welfare needs.

Quality of teaching, learning and assessment requires improvement

Children are developing many skills to help them be ready for their move to school. For example, older children are able to concentrate and manage aspects of their personal care. They enjoy pouring their own drinks and serving their own food at mealtimes. Younger children are interested in exploring science as staff encourage them to observe how ice melts quickly when it is placed in the sun. They engage in 'talk time' sessions which are focussed on supporting their communication skills. However, the quality of teaching is variable; not all staff make the most of all opportunities to promote and develop children's speaking skills. Some staff do not always give children time to think and respond to one question before moving onto another. In addition, staff do not always teach children in small groups which they have identified is necessary to enhance the engagement of children who need extra support to catch up in their learning.

Personal development, behaviour and welfare require improvement

Children are cared for in a bright and welcoming environment. There are positive displays including photographs of children's families. Staff use these to help children recognise what makes them unique. All children, including babies are able to access resources independently and make choices about their play. Children are developing an awareness of their personal safety as they are involved in conducting risk assessments in the garden before going out to play. They practice their emerging writing as they record if the garden is safe. Children show they feel safe as they are confident to talk about the routine of the day. They confidently take off their shoes and find their own beds to take a nap after lunch. Children with specific dietary and allergy requirements have their needs met as new systems are in place to support their well-being. Children enjoy healthy meals.

Outcomes for children require improvement

Children make steady progress in their learning. Although on occasion, some staff focus too much on managing routine times rather than making the most of these opportunities to extend learning, for example engaging in meaningful conversations with children.

Setting details

Unique reference number	EY289831
Local authority	Waltham Forest
Inspection number	1041227
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	120
Number of children on roll	130
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	19 November 2012
Telephone number	0208 52470630

Busy Bees Nursery at Chingford is one of 252 nurseries managed by Busy Bees Day Nurseries (Trading) Limited. It registered in 2001. The nursery is situated on the Larkwood Leisure Park site in Chingford. The nursery is open each weekday from 7.30am to 6.30pm all year round. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 36 staff, 27 of whom hold appropriate early years qualifications.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

