

# Busy Bees Day Nursery at Harlow



Harlow Business Park, Greenway, Harlow, Essex, CM19 5QE

<b>Inspection date</b>	26 October 2016
Previous inspection date	11 April 2013

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

## Summary of key findings for parents

### This provision is good

- Children benefit from learning in their chosen space. They enjoy lots of outdoor experiences. They explore seasonal changes and how the weather makes them feel.
- Children have good opportunities to demonstrate their independence and decision making. Those that are mobile move between the inside and outdoors areas. Children take responsibility for small tasks in their group rooms. They help to collect resources for activities and help to tidy away.
- The relationships between staff and children are good. There is often lots of interaction to support children's speaking and listening skills. Singing is used to help all children, including those who speak English as an additional language, to develop confidence in using their voices.
- Partnerships with other agencies are extremely effective. Staff demonstrate their success in engaging and working with others to support families and children to ensure they receive the care they need.
- Rooms are very colourful with plenty of stimulating and interesting resources stored at a low level. The premises is well maintained and secure. There is a wealth of information for parents, which is displayed throughout the nursery.

### It is not yet outstanding because:

- Staff working with younger children do not always recognise when they are ready to move on from an activity and explore other learning opportunities.
- Staff's professional development is not always sharply focused on quickly building specific skills to raise the quality of care and teaching even further.

## What the setting needs to do to improve further

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

- recognise signs that children are becoming ready to move on from an activity or need support to explore and engage with other experiences, to enhance and broaden their learning
- enhance the use of further training and continuous professional development opportunities to strengthen existing knowledge and teaching skills.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- One of the inspectors completed a joint observation with one of the nursery managers.
- The inspectors held a meeting with the nursery managers and the senior childcare and curriculum adviser. They looked at relevant documentation, including the nursery's self-evaluation, children's progress records and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to parents, face to face and on the telephone, during the inspection and took account of their views.

### Inspector

Alison Reeves and Ann Cozzi

## Inspection findings

### Effectiveness of the leadership and management is good

Managers ensure that staff understand their responsibilities. They provide staff with regular supervision sessions. The arrangements for safeguarding are effective. Staff have a high level of child protection knowledge and act swiftly to safeguard children. Staff successfully reflect on their practice and identify aspects to improve. Managers communicate with parents in many different ways. They continually strive to develop systems for communication with parents. This helps them to improve the two-way flow of information that keeps parents informed about their child's care and learning. Managers work with parents to gather their views. They use the parent partnership group, surveys and an open-door policy for telephone calls, emails and face-to-face meetings. A system of audits is used to accurately track children's progress.

### Quality of teaching, learning and assessment is good

Children have plenty of interesting activities that they can get involved in. Staff spend time planning experiences that link to children's latest interests. Highly qualified staff demonstrate their strong teaching as they implement planned activities. They are very creative and imaginative as they make 'leaf crumble' and 'custard' in the mud kitchen and 'cakes' from play dough. Children are excited by the parachute and rush to collect autumn leaves to place on it. They shake vigorously, making the leaves fly off. Children work with staff on activities that help them explore shapes, colours and numbers. Children like to look at books, discussing the text and pictures with their key person. Staff follow the company procedures for observing and assessing children on a regular basis. Parents are now accessing these records online, where they also share their observations and comments about their children's learning at home.

### Personal development, behaviour and welfare are good

Children enjoy their time in the nursery. They delight in praise from staff, are eager to show them pictures and often want to share experiences with them. Children get plenty of fresh air and exercise. Successful initiatives promote children to be active learners. Children respond positively to invitations to move their bodies in time to music. They eat well-balanced meals and even the youngest children learn how to feed themselves. There are extremely robust procedures in place to ensure children on specific diets have their needs effectively met. Many children show good independence as they skilfully pour water from a jug into a cup. Staff work with children and parents to support the development of good behaviour. Children show care and concern for others and learn how to use equipment safely.

### Outcomes for children are good

Children make good progress from their starting points. Additional support is in place to help children who have special educational needs and those whose progress is less rapid than expected. Children develop good mathematical skills. Staff promote opportunities for this as frequently as possible in children's daily experiences. Children's interest in print is promoted well. They enjoy activities that help them develop the muscles and movements needed for writing. Children are prepared for the next stage in their learning in school.

## Setting details

<b>Unique reference number</b>	EY307317
<b>Local authority</b>	Essex
<b>Inspection number</b>	1064732
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	105
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Busy Bees Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900809
<b>Date of previous inspection</b>	11 April 2013
<b>Telephone number</b>	01279 441277

Busy Bees Day Nursery at Harlow was registered in 1995. It is one of a chain of nurseries owned by Busy Bees Day Nurseries Limited. The nursery employs 28 members of childcare staff. Of these, 27 hold appropriate early years qualifications at level 2 to level 6. The setting opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. They support children who have special educational needs or disabilities and children who speak English as an additional language.

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