

Busy Bees Day Nursery at St Albans Glenalmond

14 King Harry Lane, St. Albans, Hertfordshire, AL3 4AP



Inspection date

15 November 2016

Previous inspection date

20 December 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:

- Staff supervision meetings are not always effectively used to set clear targets for improvement, to support staff to improve their quality of teaching with older children. The progress children make is variable.
- Staff do not always promptly respond to incidents involving older children's behaviour. They do not always give clear explanations to support children's understanding about the differences between right and wrong.
- Staff do not always use opportunities to encourage the most able children to take on the responsibility of small tasks.

It has the following strengths

- Senior staff reflect on some aspects of practice and demonstrate a strong capacity to improve. They gather the views of other staff, parents and children.
- Staff have developed a strong transition process to support children as they move from one room to another throughout the nursery. Children attend settling-in sessions in each new room. They are effectively supported in their move on to school. Teachers from their new school visit to discuss children's progress with their key person.
- Children have plenty of opportunities to develop their physical skills as they enjoy outdoor activities. They have fun on nature walks through a nearby woodland area and eagerly ride push-along bicycles.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure that staff supervision meetings are used effectively to set clear targets for improvement to support staff to improve their quality of teaching with older children	29/11/2016
■ ensure the behaviour of all children is managed in a suitable manner and staff always give children clear explanations to support their understanding about the differences between right and wrong.	29/11/2016

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

- provide the most able children with opportunities to increase their level of independence.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspectors completed two joint observations with the assistant manager.
- The inspectors held a meeting with the assistant manager and regional manager. They looked at relevant documentation, such as the nursery's self-evaluation process, nursery policies and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to some parents and children during the inspection and took account of their views.

Inspector

Michelle Baldock and Rachel Pepper

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have a secure understanding of the signs and symptoms of abuse that would raise concerns regarding the safety and welfare of children. They know who to contact and the procedures to follow. Staff practice is not always being effectively monitored by senior staff. They are not being supported to target areas of weakness to develop their quality of teaching with older children. Partnership working with parents is firmly established. Staff frequently share assessments of children's learning and progress with them. Parents are given information and ideas about how they can further support their children's development at home.

Quality of teaching, learning and assessment requires improvement

The quality of teaching for older children is variable. This, at times, is having an impact on the quality of learning that children experience. For example, during small-group activities staff concentrate their time in supporting only a few children, rather than the whole group. Staff miss opportunities to extend and further support children's learning. Mathematics is being promoted throughout the nursery. Older children enjoy using magnifying glasses to count the number of spots on ladybirds. Younger children are introduced to mathematical language, such as less and more, during activities. Younger children make good progress and benefit from continuity in the quality of teaching provided. For example, staff use observations of learning to help develop and support children's speech and language skills. Staff encourage children to use their home language and provide focused activities for children as part of the newly introduced language-enhancement programmes.

Personal development, behaviour and welfare require improvement

Older children's behaviour is not always effectively supported by staff. They do not respond quickly to situations and staff do not give clear explanations to children to support their understanding of the differences between right and wrong. Children's independence is not always effectively promoted by staff, particularly for those who are the most able. For example, children who are keen to help are not given the opportunity to take part in everyday jobs, such as cleaning and setting the table in preparation for dinner. Young children settle quickly into the nursery. Staff work closely with parents to ensure that children's home routines are followed, allowing them time to become confident in their surroundings. They form close attachments with their key person, which gives them a firm foundation to support their learning. Children are provided with healthy and nutritionally balanced meals throughout the day.

Outcomes for children require improvement

All children make some progress in their learning. However, this progress is better, for example, for younger children, where the teaching is of good quality. Older children do not make as much progress as they could because the quality of teaching requires improvement. Children are learning some of the skills needed ready for moving on to school. They learn some self-help skills, such as putting on their coats and washing their hands before mealtimes. Younger children develop their exploration skills as they investigate what happens to sand when water is added.

Setting details

Unique reference number	123548
Local authority	Hertfordshire
Inspection number	1059398
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	120
Number of children on roll	92
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Date of previous inspection	20 December 2012
Telephone number	01727 854499

Busy Bees Day Nursery at St Albans Glenalmond was registered in 1998. The nursery employs 24 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or above. 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. It supports children who speak English as an additional language.

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