

Busy Bees Day Nursery at Shenley

22 Andrew Close, Shenley, Radlett, Hertfordshire, WD7 9LP



Inspection date

21 February 2017

Previous inspection date

15 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager and her staff team regularly evaluate the provision to promote continuous improvements. They assess planned and spontaneous activities to ensure that they can continually provide opportunities that support children in making good progress in their learning.
- Children's safety is promoted well. Staff ensure that children are cared for in a safe and secure environment. They use daily opportunities during play to encourage children's understanding of personal safety.
- Staff forge strong partnerships with parents. They consistently share information to support parents in extending their children's learning. For example, weekend diaries completed by parents, enable staff to identify what children enjoy, outside of the nursery. This information is then used to support children's ongoing learning and development.
- Children's communication and language development is promoted well. Staff introduce new words and interact effectively, modelling language and repeating new words.

It is not yet outstanding because:

- The organisation and content of supervision meetings to enhance staff's professional development is not consistent in raising practice to the highest level.
- On occasions, children lose interest in some adult-led activities when they have to wait for staff to collect all the key materials necessary to complete the planned task.

What the setting needs to do to improve further

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

- refine the organisation and content of supervision meetings to promote staff's professional development, so that it increases the potential to deliver the highest-quality provision
- help staff to support children's deeper engagement and growing ability to concentrate, particularly during some of the adult-led activities.

Inspection activities

- The inspectors spoke to a number of parents during the inspection and took account of their views.
- The lead inspector completed a joint observation with the nursery manager.
- The inspectors held a meeting with the manager and the nursery's childcare and curriculum adviser. They looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children at appropriate times throughout the inspection.

Inspector

Jo Rowley and Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There is a broad range of written policies and procedures that staff are encouraged to read on a regular basis. Updates and policy reviews are shared quickly and effectively and staff are requested to confirm their understanding of each. All staff, including support staff and apprentices, are very clear of the procedures they must follow in the event of a child protection concern. They know who to contact and can identify the signs and symptoms of abuse. Staff are aware of the nursery's whistle-blowing procedures. This further supports their understanding of how to safeguard children. Partnerships with other settings are good and key staff develop beneficial relationships. They share information and promote children's care and well-being consistently. Parents of children at the nursery speak highly of the manager and her staff team. The introduction of a parent partnership group has been warmly welcomed and is used effectively to improve communication and implement new ideas.

Quality of teaching, learning and assessment is good

Staff complete a range of regular observations. They identify where children are in their learning and plan for their next steps. Staff incorporate children's likes into the planning and this ensures that children are interested in what is available to them. Pre-school children thrive in the outdoor forest area. They explore the natural environment, using a range of tools and equipment, as they learn more about the world around them. Children can choose to play inside or outside. They explore a range of activities and experiences, such as climbing and washing the dolls. Staff use probing questions to extend children's learning and to provide effective challenge. For example, during stories staff encourage children to join in, identify the missing words and talk about what they see.

Personal development, behaviour and welfare are good

Children's good behaviour is promoted well. Staff support them to solve problems for themselves, such as what they can do when they want the same toy as their friend. Children's health is promoted well. They are provided with nutritious, balanced meals and snacks, cooked freshly on site. Children are independent and show good levels of self-confidence. They pour their own drinks and serve their meals. Children's well-being is promoted well. Staff encourage them to follow routines, which support them to lead healthy lifestyles. Children's self-esteem is promoted well. Staff recognise and reward children's efforts and celebrate their achievements.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, and those who speak English as an additional language, are making good progress in their learning given their starting points. All children are acquiring the key skills they need for their future learning. They thoroughly enjoy outdoor activities. For example, children squeal with delight as they have fun with staff, while playing a game with a large colourful parachute. Their mathematical development is promoted well as they are encouraged to count and recognise numbers during their play.

Setting details

Unique reference number	EY307712
Local authority	Hertfordshire
Inspection number	1064736
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	110
Number of children on roll	101
Name of registered person	Busy Bees Day Nurseries Limited
Registered person unique reference number	RP900809
Date of previous inspection	15 April 2013
Telephone number	01923 857585

Busy Bees Day Nursery at Shenley was registered in 2005. The nursery employs 26 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status. The nursery opens from Monday to Friday, from 7.30am until 6.30pm, all year round except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs and/or disabilities.

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