

# Busy Bees Day Nursery at St Albans Bernard Street

52 Bernard Street, St. Albans, Hertfordshire, AL3 5QN



## Inspection dates

Previous inspection date

2 March 2017 - 3 March 2017

3 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Outstanding</b>	<b>1</b>
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 enjoy a wealth of stimulating learning activities that ignites their curiosity. For example, older children learn about why things change. They discover that ice melts over time at room temperature and how melted chocolate sets again once refrigerated. Babies enjoy exploring the sensation of paint and cornflour on their skin.
- The dedicated team of staff receives regular supervision and has good training opportunities to consistently update their knowledge. All staff have recently embraced a new initiative to further enhance the language skills for children of all ages.
- Staff form very good partnerships with parents and involve them in every aspect of their children's learning. Parents receive detailed daily feedback about their children's progress and the activities they have enjoyed. They describe staff as really friendly and very professional.
- Children build secure relationships with each other. Younger children hold hands with each other as they participate in a movement and music session together. All children are independent and carry out age-appropriate tasks. For example, older children confidently set the table for mealtimes and clear away when finished.

### It is not yet outstanding because:

- At times, key persons do not always skilfully respond to all younger children's interests when they first begin attending the nursery, to support them to swiftly settle.
- Staff do not yet share precise information about children's achievements with other providers that children attend to fully support their continuity in their learning and development.

## **What the setting needs to do to improve further**

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

- enhance the knowledge of key persons to further develop their awareness of how to fully respond to younger children's interests when they first begin attending
- strengthen the partnership with other providers that children attend so that more-precise information about children's achievements is shared.

### **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed two joint observations with the manager.
- The inspector held a meeting with the manager, two regional directors and the nursery group's compliance manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### **Inspector**

Lorraine Pike

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a good understanding of how to identify any children who may be at risk of harm. They know the action to take if they have concerns about a child's welfare. Recruitment procedures are robust. Rigorous and ongoing checks are conducted to ensure that staff continue to be suitable to care for children. This includes any changes to their health. Effective procedures are in place to ensure a member of the management team is always present while the nursery is open. Children are cared for by the required number of staff at all times, who hold appropriate qualifications. Arrangements are in place to provide cover in the event of staff absences. Staff successfully deploy themselves throughout the nursery. They communicate well with each other and the enthusiastic manager. This helps to meet children's needs and keep them safe. The manager actively seeks the views of parents, staff, children and regional directors to help reflect on the service the nursery provides. Her thorough monitoring of children's progress, including specific groups of children, ensures that swift action is taken to address any emerging gaps in children's learning.

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

Children are motivated and demonstrate a positive approach to learning. For example, babies persevere with rotating puzzles pieces until they fit in the correct hole. They also thoroughly enjoy listening to their favourite stories that staff expressively read to them. Younger children learn how to solve mathematical problems. They correctly order different sized plastic bottles by height. Children experiment making different marks on the ground with water, for example, as they roll balls through puddles. Staff request key words and phrases from parents, in a range of different languages. This is one example of how they support children who speak English as an additional language. Older children positively respond to the staff's use of questioning to challenge their thinking. They learn how stories are structured as they use words and pictures from the 'story of the week'.

### Personal development, behaviour and welfare are good

Children behave well and happily share the wide range of good quality toys and activities. They thoroughly enjoy the freshly prepared nutritious meals and snacks. Children and staff follow a good hygiene routine. Staff safely dispose of used nappies and wear new protective clothing for each child they change. This helps to reduce the risk of cross-infection. Children gain a good awareness of the effect exercise has on their bodies. They join in with exciting activities that promote their physical development. For example, they talk about their heart beating and how they feel warm.

### Outcomes for children are good

Overall, children are making good progress in relation to their starting points, including those who speak English as an additional language. Older children are able to identify and write their own name. Children develop good control and coordination of a mouse to interact with age-appropriate computer software, such as finding out about how bridges are constructed. These are just some of the skills that help to prepare children for their future learning at school.

## Setting details

<b>Unique reference number</b>	123546
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1085362
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	61
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Date of previous inspection</b>	3 July 2013
<b>Telephone number</b>	01727 860542

Busy Bees Day Nursery at St Albans Bernard Street was registered in 1991 and is part of a large group of nurseries managed by Busy Bees Nurseries Ltd. It employs 21 members of childcare staff. Of these, 12 staff hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday all year round, from 7.15am until 6.45pm. It provides funded early education for two-, three- and four-year-old children.

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