

Busy Bees Day Nursery at Enfield



2 Florey Square, Highlands Village, London, N21 1UJ

Inspection date 14 August 2017
Previous inspection date 4 August 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Some staff do not fully understand the possible signs that a child may be at risk of harm or the action to take if concerns are raised. This puts children's welfare at risk. This is also a breach of the Childcare Register.
- The key-person system is ineffective as staff do not help children become familiar with the setting and ensure their individual care is tailored to their needs. This does not help build their emotional security.
- Teaching is inconsistent across the whole provision. Staff do not always use a range of effective interactive strategies to support younger children's learning.
- The manager does not use evaluation effectively to identify breaches in requirements and target all weaknesses to improve outcomes for children.
- Some staff do not fully understand the possible signs that a child may be at risk of extreme views or ideology.

It has the following strengths

- Staff establish professional relationships with parents to help meet the children's care and learning needs.
- Staff provide children with an appropriate range and sufficient amount of food which is healthy to help support their understanding of healthy lifestyles.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure all staff understand the safeguarding policy and procedure and have up-to-date knowledge of safeguarding issues 	14/09/2017
<ul style="list-style-type: none"> ■ ensure that the key-person system is tailored to each child's individual needs, to help the child become familiar with the setting and support their emotional security 	14/09/2017
<ul style="list-style-type: none"> ■ implement effective interactive teaching strategies to support younger children's learning. 	14/09/2017

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

- use self-evaluation effectively to identify breaches in requirements and target key aspects of practice to rapidly improve outcomes for children
- ensure all staff are alert to signs that a child may be at risk of extreme views or ideology.

Inspection activities

- The inspection was carried out as a result of the risk assessment process.
- The inspector observed the staff interactions during activities indoors and outdoors and looked at a range of resources and equipment. The inspector talked with parents, the provider, staff and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's details, learning records, insurance and other relevant documentation.
- The inspector undertook a joint observation with the provider.
- The inspector had discussions with the provider about policies and procedures, and methods of assessing and planning for children's progress. The inspector also discussed how staff work with parents and other providers.

Inspector

Caroline Preston

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Some staff do not fully understand the signs that indicate a child may be at risk and do not know to whom to refer concerns. Some staff do not fully understand the signs that indicate a child may be at risk of extreme views or ideology. Staff carry out effective risks assessments to the premises and any repairs are completed to reduce any risk to children. Staff are suitable to carry out their roles and responsibilities. Staff awaiting Disclosure and Barring Service checks are not left alone with children. Staff-to-child ratios are met, staff are deployed well and children are adequately supervised to ensure their safety. Although supervision arrangements are in place, the manager does not identify variations in staff teaching skills to ensure children's learning. The manager monitors children's progress sufficiently to identify any gaps in their learning and takes appropriate steps to help them catch up. Evaluation does not effectively identify all areas for improvement and the quality of the provision has not been maintained. Parents are informed of any accidents or incidents promptly and any complaints are dealt with.

Quality of teaching, learning and assessment requires improvement

Staff do not always actively use an effective range of interactive teaching strategies to support younger children's learning. This limits opportunities to engage with children, offer suggestions, introduce new ideas and vocabulary, and extend their learning. Older children develop appropriate skills. For example, they develop their physical skills as they climb and ride wheeled toys. Children enjoy creative activities, such as making and painting volcano models. They learn about emotions and develop language as they describe how they are feeling.

Personal development, behaviour and welfare are inadequate

The weakness in safeguarding puts children at risk. Furthermore, some staff do not understand the key-person role. They do not help children form secure attachments to support their emotional security when they start. Staff manage children's behaviour appropriately. Children understand what is acceptable and the consequences of their behaviour. Children learn to respect others. For example, staff teach children about cultural festivals. Sufficient numbers of staff are first-aid trained to help support other untrained staff and manage any incidents. This includes administering medication, such as the EpiPen.

Outcomes for children require improvement

Children's progress is not good enough. However, they are adequately prepared for the move on to their next stage of learning. Those who are learning to speak English as an additional language develop good communication skills.

Setting details

Unique reference number	160113
Local authority	Enfield
Inspection number	1110659
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	120
Number of children on roll	99
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Date of previous inspection	4 August 2016
Telephone number	020 8360 6610

Busy Bees Day Nursery at Enfield is one of 236 nurseries managed by Busy Bees Day Nurseries (Trading) Limited. It registered in 2001. The nursery is open each weekday from 8am to 6pm, all year round. The nursery receives funding to provide free early education to children aged two, three and four years. The nursery employs 10 staff, all of whom hold appropriate early years qualifications from level 2 to level 6.

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.

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