

Busy Bees Day Nursery at Enfield



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

Inspection date 30 November 2017
Previous inspection date 14 August 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 experienced and well-qualified management and staff team have worked extremely hard to improve outcomes for all children since the last inspection. The manager is a reflective practitioner in her evaluation of the setting. She actively seeks the views of staff, parents, children and outside professionals to help to improve and maintain the good quality of the provision.
- Staff attend well to children's needs. When identifying gaps in children's learning, staff provide well-targeted support to help them catch up. Children make good progress given their individual starting points. Staff prepare children well for the next stages in their learning, including for starting school.
- Children build a close bond with their key person, which helps them to feel confident and reassured in the child-friendly learning environment. Staff are very skilled in modelling positive interactions, which helps to inspire children's positive behaviour.
- Staff know how to build on children's interests, meet their needs and engage them in learning. They carefully plan the environment to provide an exciting balance of resources and activities.

It is not yet outstanding because:

- Some parts of the day, such as getting ready for mealtimes, are less well planned for than others. During these times, some children become a little unsettled as they wait for others to be served or finish their meals.
- At times, staff miss opportunities to encourage children's thinking skills even further as they play and take part in whole-group activities.

What the setting needs to do to improve further

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

- review and improve the organisation of some elements of the daily routine to reduce the time that children are waiting without taking part in any learning or play
- support staff to develop their teaching skills further so that children are given sufficient time to respond to the questions they are asked and to develop their imagination.

Inspection activities

- The inspector observed children taking part in a range of activities, indoors and outdoors.
- The inspector spoke with staff and observed their teaching.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and children to take account of their views.
- The inspector sampled a wide range of documentation, including staff suitability checks, children's development records and attendance registers.

Inspector

Christine Lamey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider undertakes the vetting checks on all staff to ensure that they are suitable to work with children. Staff have a good knowledge of safeguarding practices and are clear about the reporting procedures they need to follow should they have a concern about a child's well-being. Recent training has helped to ensure that staff are alert to signs that a child may be at risk of being exposed to extreme views or ideology. The newly appointed manager is a positive influence on her team. Staff are growing in confidence. She listens to their views and they are happy to share concerns. She also values their skills and staff are motivated to play an active part in planning enjoyable activities. The manager offers staff good access to suitable learning opportunities. For example, experienced staff mentor newer colleagues and apprentices. Leaders effectively monitor the progress children make in their learning. Parents are positive about the staff and the setting. The manager and staff successfully engage parents in their children's learning to promote a consistent approach to meeting their needs.

Quality of teaching, learning and assessment is good

Staff offer children the opportunity to learn more about people who work in their local community. For instance, police officers and firefighters visit to speak to children about the type of work they do. Children thoroughly enjoy the experience of sitting in the fire engine and triggering the lights and sounds. Staff are well qualified and provide children with a wide range of activities that interests them. Staff complete accurate assessments of children's progress and regularly observe them in their play. Children benefit from a wide range of interesting and challenging resources.

Personal development, behaviour and welfare are good

Children's physical skills are developing well. For example, children practise balancing and climbing outdoors with staff close by to support them if they need help. Children are supported in imaginative ways to develop their sense of personal hygiene and managing their care needs. For example, toddlers enjoy an activity using dolls, toy nappies and potties to help them to develop their growing interest in potty training. A 'nose blowing station' with tissues and mirrors encourages children to take the lead in finding a tissue to wipe their nose before disposing of this hygienically.

Outcomes for children are good

All children make good progress from their starting points, including those who have special educational needs (SEN) and/or disabilities. They are well prepared for the next stage in their learning and for school. Children are happy and involved in the interesting and challenging activities. For example, babies delight as they play in gloop mixture and scream with excitement as they throw shredded paper in the air and it lands on their heads. Toddlers observe the light that torches make on the ceiling in the sensory room and make shadows with their hands. Older children learn to write their names and join in sessions to help them to learn about sounds and the letters they represent.

Setting details

Unique reference number	160113
Local authority	Enfield
Inspection number	1112436
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	86
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Date of previous inspection	14 August 2017
Telephone number	020 8360 6610

Busy Bees Day Nursery at Enfield 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 28 staff, of whom, 15 hold appropriate early years qualifications from level 2 to level 6.

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