

# Busy Bees Day Nursery at Mill Hill

30 Millway, Mill Hill, London NW7 3RB



<b>Inspection date</b>	14 December 2018
Previous inspection date	18 July 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of 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

- Leaders and managers have worked hard to successfully address the actions raised at their last inspection.
- Staff have undertaken a range of training from both internal and external agencies. This has had a positive impact on strengthening their teaching practice and improving the environment.
- Staff promote children's early literacy skills well. They focus on providing children with opportunities to develop their early writing skills. For example, younger children spontaneously make marks and tell visitors they are making shopping lists for Santa. Older children write their names and are starting to recognise familiar words.
- Partnerships with parents are good. Staff value parents' contributions to their children's ongoing learning. Daily conversations and parents' meetings help to ensure that they are kept fully informed of their children's progress.
- Parents' feedback is actively sought and used to aid self-evaluation. Parents are complimentary about the improvements made to the nursery and the service that they provide.
- Sometimes, staff working with the younger children are too eager with their questioning and do not always allow them enough time to think and respond.
- Staff do not always make the very best use of their observations and assessments to precisely identify children's next steps in learning.
- The organisation of some routine activities in the toddler room are not always managed effectively to maintain children's interest and engagement.

## What the setting needs to do to improve further

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

- review staff's questioning techniques with younger children to allow them time to think and respond before asking the next question
- strengthen staff's observation and assessment of children's learning and focus on identifying children's next steps more precisely to help them make the best possible progress
- enhance the organisation of children's routine activities to help maintain their interest and promote their engagement.

### 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 completed a number of joint evaluations of activities with the manager and senior manager and spoke with staff and children during the inspection.
- The inspector held a meeting to discuss the management and leadership of the nursery with the manager, senior manager and senior representatives from the company. 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 from documents provided for the inspection.

### Inspector

Linda Newcombe

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff undertake regular training to refresh and update their safeguarding knowledge. They are aware of the possible indicators that may give cause for concern about the welfare of a child in their care. Staff understand the procedures to follow should they need to refer their concerns to other agencies. The management team is committed to continual improvement. Detailed action plans clearly identify areas for further development and these are closely monitored by senior leaders and managers. Children's health and safety is promoted well. For example, the baby room and the garden areas have been refurbished and new toys and resources added. Robust policies and procedure are implemented to ensure that all areas are kept clean and tidy. Leaders and managers monitor children's progress effectively to ensure any gaps in learning are identified.

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

Staff are experienced and well-qualified. They follow children's interests and actively join in their play. Good staff deployment helps to ensure that children are effectively engaged and supported in their play and learning. Staff know the children well and differentiate their teaching to support their abilities. The well-organised and much improved learning environments provide children with a wide range of stimulating experiences that capture their interests. For example, younger children enjoy investing different textures, such as paint, cornflower and water. Older children show their delight as they explore the exciting outdoors areas. They confidently share their ideas and work together to solve problems. For example, they discuss how to cross the water without getting their shoes wet, by adding blocks to walks on.

### Personal development, behaviour and welfare are good

Children are happy and demonstrate good self-esteem. They settle quickly and form strong bonds with the caring and friendly staff. Children behave well. They learn to follow rules and listen to instructions well. Staff act as positive role models. They provide children with lots of praise and value and respect their ideas and thoughts. Children learn about different cultures and religions. For example, the children have recently celebrated the festival 'Hanukkah'. Staff promote children's independence and self-care needs well. For example, children practise good hygiene routines and learn to do things for themselves, such as serving their own food at mealtimes. Children develop good physical skills. They benefit from daily opportunities to exercise and gain fresh air. They practise new skills, such as pouring and scooping water using a range of tools and equipment.

### Outcomes for children are good

Children make good progress from their starting points. They are curious and confident learners. They demonstrate good social skills as they interact well with their peers, staff and visitors. Children use mathematics routinely in their play. Younger children identify familiar shapes and older children count beyond 10 and recognise higher numbers. Children gain the skills that help them to prepare for their next stage of learning and their eventual move on to school and more formal education.

## Setting details

<b>Unique reference number</b>	147572
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10085305
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	78
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Registered person unique reference number</b>	RP900805
<b>Date of previous inspection</b>	18 July 2018
<b>Telephone number</b>	020 8906 9123

Busy Bees Day Nursery at Mill Hill registered in 2000. The nursery employs 35 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 2 and above. Two members of staff hold qualified teacher status and one holds early years teacher status. The nursery opens Monday to Friday all year round, except for one week at Christmas. Sessions are from 7am until 6.30pm. The nursery provides funded early education for three- and four-year-old children.

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