

Inspection of Busy Bees (Marshalswick) Ltd

Baptist Free Church, 4 Sherwood Avenue, ST. ALBANS, Hertfordshire AL4 9QL

Inspection date: 28 January 2020

| Overall effectiveness | Outstanding |
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are highly motivated and keen to learn. They arrive happily and immerse themselves fully in the wide range of experiences on offer. Children who are new to the setting are welcomed by their key person with warmth and sensitivity. They are given the very close attention they need to help them feel safe and secure in their new environment. Children have exceptionally high levels of concentration. They listen attentively at group times and wait patiently for their turn when playing games. Children's behaviour is excellent. They respond to adult instructions willingly and play harmoniously together. They show great respect for the ideas and feelings of others.

Children demonstrate an impressive knowledge of stories. They know the author of the book they are looking at and dress up as characters to act out parts of the story. For example, after reading a story about a witch and her broomstick, children make their own spells. They wave the wands they have made and use magical words like 'abracadabra' and 'expelliarmus'.

All children are challenged in their learning and make excellent progress. They are recognised and valued as individuals by the very experienced and knowledgeable staff. Children's self-esteem flourishes in this highly supportive environment. They grow in confidence and develop a highly positive approach to learning. They develop skills and attitudes that prepare them for later life and their next stage of learning, including school.

What does the early years setting do well and what does it need to do better?

- The integrity, professionalism and commitment of the leaders in the setting mean that children are provided with an excellent start to their education. The staff are highly qualified and many are studying for further qualifications. They use their research and current learning to develop their rich curriculum even further. For example, the setting is currently involved in a project that involves working with parents to develop children's vocabulary.
- Staff morale is very high. The experienced team works extremely efficiently together. They have a 'daily huddle' to share important information about the day and have regular opportunities to meet as a team each week. They are passionate about the work that they do and are proud of the difference they make to children and families. Leaders provide regular supervision and appraisal meetings to promote the ongoing professional development of staff. They are given time to observe children's learning and plan for their next steps.
- Parents are highly complimentary about the setting. They particularly value the consistency and expertise of the staff. Parents have developed good relationships with their child's key person and know that their children are very

well cared for. They appreciate the rich opportunities that are provided, including the weekly visits to the woods. They also value the different art activities that support children's creativity and imagination.

- Staff place a very high priority on developing children's language skills. They plan activities that support a love of books. Storytelling takes place throughout the day and children are keen to listen and join in with the words that they know. Staff are very skilled in joining children at their play and modelling new words for them to hear and learn. For example, children search excitedly for the different toy sea creatures in the water. Young children joyfully exclaim 'look what I've found!' The adult models new words like 'hammerhead shark' and 'narwhal'. Children remember these words and begin to use them independently. Staff take time to have conversations with children, and listen with interest and encouragement to support children's developing communication skills.
- Staff create an extremely positive and purposeful atmosphere throughout the setting. They model and actively promote respectful relationships, helping children to share space and resources and negotiate their own solutions to problems. At group times, staff ensure that all children are given time and attention, which promotes a sense of belonging and equality.

Safeguarding

The arrangements for safeguarding are effective.

The welfare of children is given a high priority at the setting. Staff receive regular training in safeguarding and child protection. They are knowledgeable about the different types of abuse and know what to do if they have concerns about a child in their care. Recruitment and retention procedures are robust and ensure the ongoing suitability of all staff.

Setting details

| | |
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| Unique reference number | EY343615 |
| Local authority | Hertfordshire |
| Inspection number | 10127393 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 2 to 4 |
| Total number of places | 65 |
| Number of children on roll | 79 |
| Name of registered person | Busy Bees (Marshalswick) Ltd |
| Registered person unique reference number | RP526613 |
| Telephone number | 07977 708464 |
| Date of previous inspection | 7 July 2015 |

Information about this early years setting

Busy Bees (Marshalswick) Ltd registered under its current ownership in 2006. The setting employs 18 members of staff. All staff hold appropriate early years qualifications at level 3 or above. Two members of staff are qualified teachers and three members of staff have achieved early years professional status. The setting opens from Monday to Friday during term time only. Sessions are from 8.45am to 3pm. The setting closes at 1pm on Thursdays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Brooker

Inspection activities

- The inspector spoke to the provider about how she organises her early years provision and curriculum.
- 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 to staff, children and parents at appropriate times during the inspection.
- The inspector held a number of discussions with the provider and manager. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The inspector carried out joint observations with the manager.

We carried out this inspection 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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