

# Inspection of Busy Bees Day Nursery at Shenley

22 Andrew Close, Shenley, Radlett, Hertfordshire WD7 9LP

---

Inspection date: 13 February 2020

<b>Overall effectiveness</b>	<b>Inadequate</b>
------------------------------	-------------------

---

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Leaders and managers remain keen to improve the quality of the nursery. However, there are breaches of requirements in relation to child protection and staffing arrangements that undermine children's safety and well-being. The procedure for managing allegations made against staff members has not been followed correctly by the nursery manager. Additionally, managers have not taken action to tackle issues with staffing arrangements across the nursery, for example at sleep times.

Children settle well when they arrive and enjoy playing with staff and each other. They benefit from improvements made since the last inspection. They know how to behave because staff set out clear expectations and are strong role models. Children are kind to their friends. They follow clear instructions and take care of their toys. For example, they take great pride in sweeping up pasta from a morning activity. Staff use books to help children explore their feelings and promote their emotional security. Children readily talk about their feelings and recognise the effect that their actions have on others.

Older and younger children are learning to manage risks well. For example, staff help newly walking babies to negotiate a small step in the baby room, holding their hands and reminding them to take care. Older children run around the garden and play exciting physical games with the staff. They run safely around obstacles, such as large tyres. Children use simple tools, including scissors and glue spreaders, with great concentration. Children, including those with special educational needs and/or disabilities (SEND), continue to make good progress.

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

- Despite action being taken to meet most weaknesses identified at the last inspection, there is a breach of requirements in relation to child protection which undermines the quality of safeguarding. Managers have again failed to follow procedures in relation to an allegation made against a member of staff. While this has now been dealt with, there was a serious delay in following the safeguarding procedures of the nursery and the local authority.
- At times, staff are not deployed effectively across the setting to meet children's care needs. For example, not all staff who are involved in managing sleep times follow established procedures to help children to sleep. There have been large changes to the staffing team since the last inspection, and staff are still getting used to significant changes of role. At times, staff do not position themselves appropriately to supervise children, and managers have to intervene.
- Babies enjoy their time at nursery. They bang wooden spoons and shake instruments, and babble as they do so. Staff copy the sounds they make to help

them learn recognisable words. However, recent changes to the layout of the baby room have made the environment cluttered at times. This makes it more difficult for babies, especially those who are crawling, to explore the environment successfully and get to the items that they want.

- There have been significant improvements made in the pre-school room since the last inspection. The environment has changed so that children can move freely and can access lots of interesting resources. For example, they explore objects on a light box that are changed frequently to hold their interest. Staff talk to children about things they are doing to help them develop their speaking and listening skills. However, on occasion, staff do not extend activities with pre-school-age children, for example to help them compare differences in textures or the feel of materials, to fully promote their curiosity and understanding of the world around them.
- Staff encourage children's love of books across the nursery to promote their understanding of written and spoken language. Children in the pre-school room use a raised area to sit and explore books with staff and on their own. They sit in tyres outside and look at books that they have chosen. Toddlers listen to lively stories read by staff, who use different voices to engage children's attention. Babies look at books, and staff help them to turn the pages, teaching them about how books open and close.
- Staff in the rooms for tots and toddlers work closely with the children to help them problem-solve. For example, children push dough into a tube and work out that they can get the dough out using a plastic wand. They are praised warmly for working this out themselves. Younger children learn to tip and pour as staff show them how to use cups and scoops in the sand tray.
- Staff work closely with parents to provide continuity for children. Parents are able to take books home to explore with their children. Staff support moves between different rooms of the nursery effectively, and children are developing skills that will help them with the next stage in their learning. For example, children can talk about their feelings and share their thoughts and ideas with staff and their friends. They are also able to manage simple tasks such as hanging up their coats and putting their coats and boots on to play outside.

## Safeguarding

The arrangements for safeguarding are not effective.

The policy and procedures to be used in the event of an allegation being made against a staff member were not followed by the nursery manager in a timely manner. Additionally, the manager did not follow internal safeguarding procedures to alert senior managers to the allegation. This led to a serious delay in managing the allegation. Once senior managers became aware, this was appropriately dealt with. Other staff who work directly with children understand how to recognise signs and symptoms of abuse and/or neglect. They are aware of how to report concerns about adults working with children and know how to follow whistle-blowing procedures to promote children's safety.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure that the policy in relation to managing allegations against members of staff is implemented consistently by all persons with designated responsibility for managing such concerns	13/03/2020
ensure that staffing arrangements meet children's needs; this is with particular reference to ensuring that staff are appropriately deployed to meet children's care needs at sleep times.	13/03/2020

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

- revise the organisation of the baby room so that children have more opportunities to access resources more easily
- offer further experiences to enable children to investigate the world around them.

## Setting details

<b>Unique reference number</b>	EY307712
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10131785
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	110
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01923 857585
<b>Date of previous inspection</b>	5 November 2019

## Information about this early years setting

Busy Bees Day Nursery at Shenley registered in 2005. The nursery employs 24 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status. The nursery opens Monday to Friday from 7.30am until 6.30pm all year round, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with SEND.

## Information about this inspection

### Inspector

Naomi Brown

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed children's play and learning in all rooms of the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to the nursery manager and senior managers during the inspection to gather their views on the operation of the nursery.
- The inspector sampled relevant documents used to establish staff suitability including records of suitability checks.
- The inspector had a tour of the nursery with the manager and discussed how they organise activities to meet children's needs.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020