

Inspection of Busy Bees At Haling Park

66 Haling Park Road, South Croydon CR2 6NF

Inspection date: 7 September 2021

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children receive a warm welcome from staff when they arrive at the setting. They demonstrate that they feel safe and secure. Children respond positively to reassurance and cuddles, which supports their emotional well-being. Staff teach children to behave appropriately. For example, they encourage children to use polite words, such as 'thank you' and 'please'. However, the quality of children's learning experiences is not good enough. A planned activity for pre-school children finished abruptly because staff did not plan it to capture children's interest. At times, some staff are unsure how to promote children's communication and language skills, particularly during activities. In addition, the lack of challenge for some children, including those with special educational needs and/or disabilities, means that they do not learn as deeply or widely as they could. In spite of the high expectations of children that leaders describe, they have not ensured that changes in staffing impact positively on children's learning.

Children enjoy playing outdoors, supporting their good physical development. For instance, pre-school children show increasing agility as they use tricycles and balance on wooden planks. Babies have plenty of opportunities to practise their early walking skills. Toddlers learn about the importance of oral hygiene, and benefit well from activities that teach them how to look after their teeth. This raises their awareness of how to keep their mouth clean and healthy. All children receive nutritious meals and snacks. Staff encourage children to drink water throughout the day, and remind them about the importance of healthy eating.

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

- Leaders offer staff some support and training. However, this is insufficient, and results in varied and inconsistent teaching practice. For example, some staff, such as those working with babies, do not routinely recognise when to engage children in conversation. This limits the progress children make in their communication and language skills.
- Staff do not make good use of their observations and assessments. Therefore, they are unable to provide children with the right levels of challenge. For example, during an outdoor activity, pre-school children quickly lost interest because they found the activity mundane and unimaginative. This type of interaction does not motivate children to learn.
- Some parents do not receive sufficient information about their child's learning and development, including from the named key person for their child. This happens particularly when there are staff changes. This does not ensure a good working partnership with all parents.
- Staff model appropriate behaviours. They encourage children to be kind to each other, to share and take turns. Children respond positively to lots of praise,

which supports their growing self-confidence. However, there are occasions when children become bored and restless because they wait for long periods, particularly during transition times.

- Children develop independence skills and enjoy taking age-appropriate responsibilities. For instance, they have a go at feeding themselves and pouring their own drinks at mealtimes.
- Staff help children to develop their mathematical awareness appropriately. For instance, they use numbers with children and model mathematical language, such as 'big' and 'small'. Many pre-school children are beginning to count from one to 10, and beyond.
- Staff provide children with different writing materials to aid their early writing skills. Babies enjoy experimenting with chalks, and pre-school children concentrate well during a painting activity.
- Staff provide children with toys and resources that reflect similarities and differences between people. Additionally, they teach children other languages, such as some basic words in Spanish. This raises children's awareness of the world around them.
- Children learn about personal hygiene routines. For example, staff encourage children to wash their hands before and after handling food. This helps to prevent germs from spreading, and promotes children's health well.
- Leaders are keen to improve the quality of the setting. However, they do not evaluate the setting rigorously enough. Their plans for action are not always precise or swift enough to tackle the areas which need improvement.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an appropriate knowledge of safeguarding issues, including signs that might indicate a child may be exposed to extreme views and behaviours. They understand the reporting procedures to ensure children's welfare is protected. Staff supervise children sufficiently to help keep them safe. They risk assess the setting to provide children with a safe and secure environment. Leaders know how to raise and respond to any concerns, including allegations against staff. There are suitable recruitment and vetting procedures to check that staff are suitable to work with children.

What does the setting need to do to improve?

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

	Due date
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develop staff's knowledge of how to promote children's communication and language skills effectively	22/10/2021
ensure staff make good use of the information from observations and assessments to plan suitably challenging activities for all children	22/10/2021
ensure all parents know how children's learning and development are supported during their time in the nursery, and inform them who the key person is for their child.	22/10/2021

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

- review daily routines to reduce children's waiting times so they do not become bored and restless
- evaluate the setting rigorously, and take precise and swift actions to ensure children receive high-quality care and education.

Setting details

Unique reference number	EY537527
Local authority	Croydon
Inspection number	10205729
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	67
Number of children on roll	78
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0208 688 0270
Date of previous inspection	6 September 2018

Information about this early years setting

Busy Bees At Haling Park registered in 2016. It is located in South Croydon, in the London Borough of Croydon. The nursery is open each weekday, from 7.30am to 6.30pm, all year round. There are 25 members of staff. Of these, 13 hold suitable early years qualifications from level 2 to level 5. The nursery receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the setting. The inspection was completed without notice.
- The inspector and the deputy manager carried out a learning walk across all areas of the setting to understand how staff organise the educational programmes for the children.
- Parents spoke with the inspector and shared their views on the quality of the setting.
- The nursery manager and the inspector carried out two joint observations of children's activities. Together, they evaluated the impact of the activities on children's learning and development.
- The inspector observed children's play indoors and outdoors. She held discussions with staff, and interacted with children at appropriate times during the inspection.
- The inspector scrutinised relevant documents, such as evidence of staff's suitability checks, training certificates, policies and procedures. She held meetings with the leaders of the setting throughout the inspection.

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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