

Inspection of Busy Bees Day Nursery at St Albans Bernard Street

52 Bernard Street, St. Albans, Hertfordshire AL3 5QN

Inspection date: 9 December 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive eagerly and receive a warm welcome when they arrive at nursery. They are confident, settle quickly and begin to explore a wide range of activities and toys. It is clear that staff have friendly and caring relationships with children and know them well. This means children are happy and secure to learn.

Children become deeply engaged and have fun making lemon shortcake biscuits. Their communication and language skills are enhanced as they learn new words, such as 'grating, squeezing' and 'juicing' when mixing the ingredients. They use different physical skills as they master how to press, push down, and turn a lemon to grate and make juice. Children focus and concentrate during a sand-play activity. They take turns to count items and negotiate who will hide them in the sand. Their friends enthusiastically search for the items, counting them into a bucket and calculating how many they still must find. Younger children enjoy exploring technical toys, pressing buttons, and anticipating what might pop up next. Children of all ages enjoy being active and benefit from the well-resourced outdoor areas. They become motivated and creative learners, supported by staff to use their interests and imagination as they water paint the fencing. Children involve each other in their ideas and chatter happily.

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

- The manager and staff get to know children and families well. They gather important information from parents when children first start to attend. This helps them organise a curriculum that promotes children's individual learning from the start. Staff know the skills and knowledge they expect children to learn and develop over time. They regularly assess children's progress, which helps them to plan for what children need to learn next. Additional funding is used appropriately to provide resources that support children's progress.
- Staff follow children's interests. Overall, the activities staff provide support children to develop skills in different areas of learning. However, sometimes, staff do not recognise when children lose interest and become bored with an activity. For example, younger children do not understand the connection between a storybook and the planned activity.
- Children are well behaved. Staff support children's behaviour well and act as excellent role models. They speak clearly, so children understand what is expected of them. For example, they encourage children to take turns and to be patient and polite to each other. Children follow instructions and receive an abundance of praise and encouragement from staff. As a result, children display positive levels of confidence and self-esteem.
- The manager supervises and supports staff effectively through regular supervision and team meetings, and observations of staff practice. Staff are able

to build on their knowledge and can access bespoke online training, which enhances their practice and supports children's learning.

- Staff promote children's independence, well-being and healthy living. Children, including toddlers, know the daily routines and put on their coats before going to play outdoors. Staff gently remind children to wash their hands before meals and after using the toilet. Although children learn about their self-care, there are times when staff do not remind children about spreading germs, such as blowing over food that others will eat. The cook prepares well-planned, nourishing meals and snacks in line with children's dietary needs. During lunch time, children confidently cut up their food using a knife and fork. However, staff serve the food and do not consistently allow children opportunities to further develop their independence skills.
- Partnerships with parents are effective. Staff use an online application and face-to-face communication to keep parents informed about children's progress and their care. Parents speak highly of the manager and staff. They comment how happy their children are. Parents value the regular information and ideas for them to help with their children's learning at home.
- Children enjoy quiet times to listen to stories and develop their love of books. They are captivated as staff read familiar stories. Children gain literacy skills as they recognise and repeat familiar rhyming words, and anticipate what happens next.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of their safeguarding roles. They know the signs and symptoms that could mean a child is at risk of harm and understand how to report any concerns to the relevant agency in a timely manner. Staff complete regular training to update their child protection knowledge. This includes the wider safeguarding issues, such as extremism and radicalisation. Directors and area managers have a rigorous recruitment and induction process in place. This ensures safeguarding procedures and information is securely embedded in staff's knowledge from the start.

What does the setting need to do to improve?

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

- improve the planning of adult-led activities to support and develop children's learning
- enhance learning opportunities for children to consistently develop their independence skills and extend their knowledge about health and hygiene routines.

Setting details

Unique reference number	123546
Local authority	Hertfordshire
Inspection number	10216712
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	61
Number of children on roll	49
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01727 860542
Date of previous inspection	2 March 2017

Information about this early years setting

Busy Bees Day Nursery at St Albans Bernard Street registered in 1991 and is part of a large group of nurseries managed by Busy Bees Nurseries Ltd. The nursery employs 13 members of childcare staff. Of these, eight staff hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday all year round, from 7.15am until 6.45pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lorraine Sunter

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A joint evaluation of an activity was completed with the manager.
- The evidence for staff suitability and qualifications was checked by the inspector. She looked at a range of documents including qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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