

Inspection of Busy Bees Aspsley

Two Waters Methodist Church, Mill Street, HEMEL HEMPSTEAD, Hertfordshire HP3 9RG

Inspection date: 12 January 2022

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Overall, the quality of teaching requires improvement. The interactions between staff and children are variable. Staff play with babies and children, but they do not promote children's communication and language skills well enough to help children make good progress.

Children arrive happy and excited for their day to begin. They are met at the door by warm and welcoming staff, which supports children to feel safe and secure. Children quickly settle into the daily routine. Babies snuggle with staff and older children know where to put their belongings. They have fun in the pre-school room as they explore a wide range of activities and toys. Children play with a range of resources at this attractive, welcoming nursery. Older children balance on beams and babies pull themselves to standing to develop their core muscle strength. Babies and children look at books. Babies crawl into cosy corners and handle the books with care. Older children listen as staff join in and read the stories. This helps children to develop a love of reading.

Children's behaviour is good. Staff promote children's independence skills as they encourage children to take off their own coats and bags and hang these on their pegs. Children learn to recognise and talk about their emotions, and how this makes them feel. For example, they describe the changing emotions of the 'Colour Monster' and use new words to express their own feelings.

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

- The leadership team has an accurate evaluation of the nursery's strengths and areas for development. The recent changes in staffing mean that less-experienced staff have not benefited from embedding practice. There are a range of learning opportunities for staff to undertake. However, there is not yet a sharp focus on the interactions between staff and children to help progress children's learning.
- Staff do not plan activities well enough to engage children in purposeful learning. They have an overall awareness of children's interests and provide a range of activities that children enjoy participating in. Staff begin activities but the children quickly lose interest. Sometimes, routine parts of the day become chaotic because staff do not engage all children well enough to move to the next task, such as preparing for lunch. In addition, staff do not always provide sufficient resources for children to successfully complete the planned activity, such as having paper for painting on.
- The quality of staff interaction with children is inconsistent. Some staff do not have a good knowledge of how to engage children and challenge and extend their learning. At times, staff do not ask questions to involve children, make

them think or allow them to express their own thoughts. For example, during story time, staff do not always provide opportunities for children to become more involved in the story. Consequently, children become bored and fidgety.

- Staff do not take opportunities to promote children's communication and language skills well enough. Staff sit with babies but do not help them to hear a range of words while they play. Staff ask older children mundane questions that they know the answers to, without extending their vocabulary further.
- Children use the resources appropriately and sometimes experiment with their uses. Babies concentrate as they successfully put lids back on chunky felt-tip pens. Older children discover that they can use water to make outdoor building blocks stick together.
- Children dance to music and songs. Staff sing familiar nursery rhymes with toddlers. Older children swirl ribbons and pom-poms, moving the whole of their bodies creatively.
- Children are learning what contributes to a healthy lifestyle. They eat freshly cooked, nutritious meals. Staff talk to older children about why they wash their hands. Outdoors, toddlers run about in the fresh air to exercise.
- Parents are happy and satisfied with the care their children receive. They receive regular information about their child from staff face to face and through the online system. They talk about how quickly their children have settled with the caring staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about the signs and symptoms of abuse and neglect. They understand the company procedures to report concerns and if that fails, they know how to report to local agencies to help keep children safe. Leaders take all concerns seriously. They notify the relevant agencies, when required, to ensure the correct procedures are followed. Staff receive regular refresher training about a range of child protection issues to help them maintain awareness of current issues.

What does the setting need to do to improve?

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

	Due date
target staff development more sharply to develop high-quality interactions between staff and children during play	25/03/2022
help staff to plan challenging experiences to meet children's individual learning needs and make good progress	25/03/2022

ensure that staff give children a language-rich experience to build on their communication skills and vocabulary.	25/03/2022
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Setting details

Unique reference number	EY364529
Local authority	Hertfordshire
Inspection number	10219456
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 at time of inspection	0 to 5
Total number of places	88
Number of children on roll	98
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01442266119
Date of previous inspection	18 April 2018

Information about this early years setting

Busy Bees Apsley registered in 2017. The nursery employs 14 members of childcare staff. Of these, six members of staff hold appropriate early years qualifications at level 2 or 3. The nursery opens from 7.30am to 6.15pm all year round, Monday to Friday, except for bank holidays. The nursery provides funded early education for two- three- and four-year-old children.

Information about this inspection

Inspectors

Elke Rockey
Lorraine Sunter

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the leaders and have taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager carried out a joint observation of a planned activity with each of the inspectors.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The operations director, area manager and manager held a meeting with the inspectors. This included a review of relevant documentation, such as evidence of the suitability of staff working in the nursery.

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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