

Inspection of Busy Bees Day Nursery at Mardley Hill

1 Mardley Hill, Welwyn, Hertfordshire AL6 0UE

Inspection date: 22 February 2022

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 arrive eager and motivated for the day. They start to explore the 'table of interest' as nurturing staff greet them. Babies practise their growing physical skills as they explore the calm, inviting space. Children demonstrate excellent independence skills and confidence. They play in the woodland area of the garden, discover bugs and enjoy a parachute game with staff. Children are focused and engaged in the activities they choose, and those led by staff. They receive consistent support from staff that helps to engage them in thought-provoking conversations. For instance, when older children play with the toy cars, the staff ask what the transport of the future might be. This ignites their curiosity and imagination, as children enthuse about flying cars. Younger children enjoy reading a book about a caterpillar. Staff explain the difference between the chrysalis, as the life form, and the cocoon, as the home around the caterpillar.

The entire staff team has the highest expectations for all children. They ensure that no child is left behind. This is particularly significant for children with additional needs and/or disabilities. Children's behaviour is exemplary. They have a clear understanding of what is expected of them, interact with each other with kindness and are sensitive to each other's needs. For example, children recognise when their friends look upset.

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

- The inspirational centre director and staff are highly skilled and dedicated to providing high-quality teaching and learning experiences for all children. The centre director knows the children, families and her team exceptionally well. Staff say that the nursery is a wonderful place to work, where children come first. The staff benefit from excellent training opportunities that help to develop their expert skills and qualifications even further. Staff have used recent training to help them identify any children with speech delay and plan effectively to support them.
- Children consistently show happiness and engagement through their play and experiences. They are enthusiastic learners who are keen to join in with everything. For example, children demonstrate excellent early writing skills as they draw pictures to represent the quantity displayed on a number line. Some children easily count beyond 10 and staff extend this further, such as by introducing simple mathematical problems to solve.
- All staff use what they know children can do already to support how they plan for what they need to learn next. Staff expertly and consistently extend children's learning, including those children with special educational needs and/or disabilities. Staff nurture the skills children need to be ready for the next stage in their learning. For instance, babies learn to feed themselves at

mealtimes, while older children serve their own food and drinks.

- Children demonstrate excellent language skills. Staff consistently model exceptional speaking skills and encourage children to listen carefully. They provide opportunities for children to learn new words. Babies show good levels of concentration as they copy actions as staff sing nursery rhymes. Older children's language is extended at every opportunity. For instance, when children play with the magnetic trains, staff introduce words such as 'north and south pole', 'attract and repel'. Children learn when they place the north pole of one magnet near the south pole of another magnet they stick together, but the same poles will not.
- Children have an exceptional understanding of how to keep themselves safe and healthy. Toddlers talk clearly about the importance of washing their hands because of hidden germs. During lunch, children discuss the ingredients in their cooked food and how this gives them energy for later. They know that drinking plenty of water helps to keep them hydrated.
- Staff teach children to make decisions, express their views and to be kind to each other. Babies and young children turn to staff to support them when they face challenges. Staff skilfully give them strategies they need to work together and to form successful friendships. For instance, when a child complains her friend is not sharing, staff encourage children to think of a solution. Together, children decide to divide the box of cars into two groups, so everyone can play.
- Parents cannot praise the nursery highly enough. They state that they receive regular and precise communication from staff. Parents say that they know what their children are doing every day and know how they can specifically enhance their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff confidently fulfil their role to protect children from harm. They know the possible indicators for child abuse and neglect. Staff know what to do should they have any concerns about a child's welfare. Leaders ensure staff receive regular training about safeguarding and child protection. Staff demonstrate a good understanding of wider safeguarding issues, such as the risks to children of being exposed to extremist ideas. Staff know what to do if they are concerned about other staff's practice and how to follow the nursery's whistle-blowing policy. Leaders follow robust recruitment processes that help to assure the suitability of adults working with children.

Setting details

Unique reference number	148131
Local authority	Hertfordshire
Inspection number	10127260
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	46
Number of children on roll	86
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01438 840138
Date of previous inspection	27 October 2014

Information about this early years setting

Busy Bees Day Nursery at Mardley Hill registered in 1996. The nursery operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for public holidays. There are 18 members of staff employed to work with children. Of these, four are unqualified, five hold an appropriate early years qualification at level 2, six at level 3, two at level 4 and one at level 5. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Topham

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.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed 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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