

# Inspection of Bush-E-Babes (Stobbart Hall)

St Pauls C of E Church, Bushey Hall Road, Bushey WD23 2EQ

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Inspection date:

15 March 2022

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## **Overall effectiveness**

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## **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

Staff's interactions with the children are variable. Staff sometimes overlook opportunities to extend children's interests and to challenge their thinking and knowledge as they play. Sometimes, staff look disinterested and, on occasions, children wander around with no purpose to their play. Furthermore, the opportunities for children to develop their own play and ideas are sometimes restricted. For example, resources to support children's imaginary role play in the shop and mud kitchen are minimal, and there is insufficient sand in the sand tray.

Nevertheless, older children explore what happens when they add different food colourings and washing up liquid to milk. They carefully stir the ingredients together and enjoy watching the mixture change. Younger children develop their muscle strength as they prod and manipulate dough. They are introduced to words such as 'squeeze' as they play. Older children create self-portraits out of dough and count the number of worms they have made. They differentiate between big and small and learn concepts such as 'more than' and 'less than' as they compare and measure each other's heights. Younger children smile as they watch the toy lion pop out of its box and are introduced to phrases such as 'one, two, three, pop'.

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

- The provider, who is also the manager of the provision, strives to provide inclusive care and education to all children. The nursery is currently experiencing a period of change. For example, the nursery room has been divided into two play areas. Additionally, sleeping arrangements and procedures to share information with parents regarding the children's progress are being reviewed.
- The manager is clear about what children need to learn and why. However, overall, staff do not consistently structure the curriculum to support and build on what children already know. When children become interested in their play, staff do not always use this opportunity to challenge children's thinking or ask probing questions. Furthermore, children's opportunities to explore and develop their own play and ideas, and their enjoyment in the activities provided, is sometimes restricted.
- The manager has supported staff's emotional well-being during the COVID-19 pandemic. Staff complete mandatory training, such as child protection, and are encouraged to access a broader range of learning opportunities. However, this requires further evaluation to ensure all staff have the knowledge, skills and practice to raise the quality of the curriculum and learning activities provided for the children.
- The manager and staff have adapted routines, in view of the pandemic, to ensure the good health of children attending. Currently, parents are not allowed in the building during drop-off and collection times. The manager kept in touch

with parents during the national lockdowns and provided activity ideas to support children's ongoing learning at home.

- Relationships between the children and staff are positive, which supports children's emotional development. Children receive praise for their efforts and achievements, which builds their confidence.
- The manager and staff develop partnerships with other professionals to support children with special educational needs and/or disabilities. Achievable targets are set to support children to make progress. The manager also uses additional funding to support children who receive early years pupil premium. For example, additional resources have been purchased for the outdoor area. This supports children who do not otherwise have access to a garden and outdoor play opportunities.
- Children enjoy playing outside in the fresh air. They develop their physical skills as they manoeuvre wheeled toys. Children crawl under the climbing frame and slide down the slide. They play games, such as 'What's the time, Mr Wolf?', and eagerly chase their friends.
- Staff are aware of children with known food allergies, including food preferences. Overall, children are offered healthy food options, such as a variety of fresh fruit for their snack. However, the manager and staff fail to ensure that children consistently have access to fresh drinking water.
- On occasions, staff struggle to implement their behaviour management procedures. They do not consistently support all children to manage their feelings and behaviours. Children sometimes run around the room and noise levels rise. This hampers their ability to engage and make good progress in their learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good knowledge of the signs and symptoms of abuse, including wider aspects of safeguarding such as radicalisation. They understand how to make a referral if they have concerns about a child in their care. The manager follows appropriate recruitment and induction procedures. Suitability checks are completed to ensure all staff working with the children are suitable. The premises are secure and regular checks are completed to identify and minimise any potential risks of harm to the children. Staff are deployed appropriately and they supervise the children effectively, particularly during activities with a higher risk, such as when they are using scissors.

## 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>
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improve interactions with the children to ensure all children receive meaningful and challenging learning experiences that build on what they already know and can do	29/04/2022
improve professional development opportunities to identify gaps in knowledge, skills and practice that will help raise the quality of the curriculum and learning activities provided for children	29/04/2022
ensure drinking water is always easily accessible to children to support their good health.	18/03/2022

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

- extend the range of resources and activities provided to enable all children to explore and develop their own play and ideas
- support staff to apply behaviour management strategies consistently to support children's deeper understanding of what is expected of them.

## Setting details

<b>Unique reference number</b>	EY481398
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10230776
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Yadid, Jannine Suzanne Ruth
<b>Registered person unique reference number</b>	RP907985
<b>Telephone number</b>	01923800570
<b>Date of previous inspection</b>	21 September 2016

## Information about this early years setting

Bush-E-Babes (Stobbart Hall) registered in 2014. The nursery employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications ranging from level 2 to level 4. The nursery opens from Monday to Thursday from 8am to 5pm and on a Friday from 8am to 3pm, all year round. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Ann Austen

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and the inspector completed a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspector observed staff's interactions with the children during indoor and outdoor activities, and assessed the impact these have on the children's progress and achievements.
- The manager, staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and discussed the children's progress and achievements.
- A sample of the nursery documents was reviewed by the inspector. This included evidence of staff's suitability.
- The inspector took account of the views of parents by speaking to them.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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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