

Inspection of Busy Bees at Harrow

1 Francis Road, Harrow, Middlesex HA1 2QZ

Inspection date: 25 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and confident and settle well. They behave appropriately, are considerate and take turns in their play and during activities. Children spend a good amount of time in self-chosen activities, indoors and outdoors. Staff skilfully support them. They encourage children's learning and develop their social interactions, communication skills and physical development. Children make good progress from their starting points.

Babies feel secure with their familiar adult. Their emerging physical skills develop well within the planned environment. They enjoy familiar nursery rhymes to help develop their communication and language skills. Toddlers learn to be around other children and adults, and take turns as they join in interesting sensory activities. Staff teach children about colours and what happens when these are mixed. Pre-school children develop their pre-writing skills as they strengthen their hand muscles, squeezing and rolling play dough. They are confident with unfamiliar adults and tell the inspector who their key person is.

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

- The manager recognises the continuing impact of the COVID-19 pandemic on children's learning and development. They implement a curriculum that focuses on developing children's personal, social and emotional skills, as well as their communication and language skills. The manager recognises that these skills are the building blocks to children making the best possible progress.
- Children benefit from a range of stimulating resources that fire their imaginations and help motivate them to explore, investigate and experiment.
- Staff provide ample opportunities for children to develop social skills and form positive relationships with others. Children use their imagination well. For example, in the role play area, they pretend they are at a supermarket. They confidently talk about what they are doing and happily share their ideas and views.
- The programme for supporting children's communication and language is strong. Children learn and remember new words. For example, staff introduce words like 'enormous' and use simple explanations to help children understand what this means. Staff support children who speak English as an additional language by gathering key words from parents and using these to support children's understanding alongside English.
- Staff adopt successful strategies, such as using sand timers and distractions, with children who struggle to regulate their behaviour. This helps children to manage their emotions and quickly immerse in their play. The manager and staff have a good understanding of each child, their families and their needs. They track their progress well and identify children who require additional support.

Children with special educational needs and/or disabilities are skilfully supported in their learning. Staff work well with parents and other professionals also involved with children.

- Children learn and practise their self-care skills, such as handwashing, as part of their daily routine. Babies and toddlers practise feeding themselves at lunchtime. Pre-school children use the toilet independently and collect their meals from the lunch trolley, helping to prepare them for the next stage of learning.
- Staff supervision sessions are used effectively to support staff well-being. However, ongoing monitoring of staff does not have a sharp enough focus to ensure they raise their practice to an even higher level.
- Parents enjoy daily exchange of information with staff and also via an electronic application about their children's care and learning. Parents express how happy they are with the care that their children receive and some say, 'This is an amazing nursery'.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a secure understanding of her role and responsibility as the designated safeguarding lead, to refer any concerns about children's welfare. This includes how to manage any allegations that may be made against staff. The manager and staff are clear about the process to follow in line with local procedures. This includes accessing support from agencies with statutory responsibilities to ensure children who may be at risk from harm, receive intervention in a timely manner. The manager has a secure understanding of safer recruitment processes to ensure the suitability of staff working with children.

What does the setting need to do to improve?

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

- strengthen supervision, training and coaching to identify staff's training needs promptly and raise the quality of education to a consistently high level.

Setting details

Unique reference number	EY246603
Local authority	Harrow
Inspection number	10225347
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 4
Total number of places	56
Number of children on roll	50
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0208 863 9977
Date of previous inspection	6 December 2016

Information about this early years setting

Busy Bees at Harrow (formerly Treetops Harrow) took over an existing setting in June 2019. The nursery is located in Kenton, in the London Borough of Harrow. The nursery is open Monday to Friday, from 8am to 6pm, and operates all year round, except for bank holidays. The nursery provides funded early education for children aged two, three and four years. The nursery employs 12 members of staff. Of these, eight hold relevant childcare qualifications at level 2 and above.

Information about this inspection

Inspector

Seema Parmar

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Parents, children and staff spoke to the inspector at convenient times during the inspection, and their views were taken into account.
- 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 manager and the inspector carried out a joint observation during outdoor play.
- The inspector reviewed a sample of relevant documents, including suitability checks.

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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