

Inspection of Busy Bees Christian Pre-School Nursery

Coppice Primary School, Manford Way, Chigwell IG7 4AL

Inspection date: 17 March 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children are not safe in the setting because the provider is in breach of requirements relating to risk assessment and knowledge of child protection policies and procedures.

Children are happy and settled and enjoy warm relationships with staff. Key persons know children well and plan appropriate next steps in their learning to help them progress well. Children seek out adults to join in with their play, and staff value children's contributions. For example, children take their drawings to show staff and celebrate their achievements. Children are confident and express themselves freely. Children and babies enjoy familiar songs and rhymes and join in with the actions and familiar phrases. Children select the songs they would like to sing and use pictures to indicate their choices.

Children and babies have access to a stimulating outdoor area. They explore the garden with confidence and develop their physical skills. For example, older children use a climbing net and balance on logs. Younger children use the balance bikes to push themselves along and can climb the steps on the slide with increasing skill. Children are eager to learn and demonstrate good levels of engagement. They are imaginative. For example, they use the phone box to make calls and make 'marshmallows and juice' for their friends.

Children are well behaved and understand boundaries. They play cooperatively and take turns. For example, they work together to tidy up and give their friends cutlery.

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

- Leaders and staff fail to identify hazards and take appropriate action to minimise risks. For example, risk assessments are not used effectively to ensure that children do not have access to hazardous substances. This significantly compromises children's safety.
- Staff do not always implement the setting's hygiene practices consistently. For example, babies are not always provided with a plate at mealtimes and food is placed on the table. This has an impact on children's health and safety.
- Staff talk about what children know and can do. They use planning and assessment effectively to decide what children need to learn next and identify any gaps in learning. This ensures that all children, including those with special educational needs and/or disabilities (SEND), make good progress and are prepared for their next stages of education.
- Staff support children to develop their independence through care routines. For example, children put on their own coats and wash their hands. However, this is

not always consistent. For example, staff pour water and cut fruit for the children at mealtimes and snack times, rather than enabling children to try these tasks for themselves.

- Staff use positive language to support children to understand right and wrong. For example, they encourage children to use 'kind hands' and say 'please' and 'thank you'. Staff acknowledge and praise older children when they share resources with their friends and suggest solutions to support younger children to regulate their feelings. This supports children's emotional development.
- Staff have thoughtful conversations with children and introduce them to new vocabulary. For example, they talk about a 'wiggly' worm they have found and how they can keep it safe. Opportunities such as these help to develop children's thinking and speaking skills well.
- Systems in place for staff supervision and training are not effective. Leaders do not ensure that all staff fully understand their roles and responsibilities. As a result, this has a significant impact on children's health and safety.
- Leaders and staff work well together to provide support for children with SEND. They have strong partnerships with a range of external agencies and implement shared strategies to ensure continuity of learning.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and staff are unable to identify and manage risks adequately. This significantly affects children's safety and places them at risk of harm. Leaders do not have a secure knowledge of the action to be taken in the event an allegation is made against a member of staff. This has an impact on children's safety. However, leaders and staff know what to do if they have a concern about a child. Leaders have effective systems in place to assess the suitability of staff. Staff access training to develop their safeguarding knowledge. However, not all staff understand their responsibility under the 'Prevent' duty.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure leaders access training to secure their knowledge and understanding of the action to be taken in the event an allegation is made against a member of staff	15/04/2022

ensure all staff have a secure knowledge and understanding of the government's statutory guidance for the 'Prevent' duty	15/04/2022
complete and implement effective risk assessments to identify potential safety hazards, and take prompt action to remove or minimise any risks to keep children safe	15/04/2022
ensure all staff understand and follow the health and hygiene procedures of the setting at mealtimes.	15/04/2022

Setting details

Unique reference number	2608251
Local authority	Redbridge
Inspection number	10230250
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	50
Number of children on roll	115
Name of registered person	James, Jill
Registered person unique reference number	2545251
Telephone number	07985476284
Date of previous inspection	Not applicable

Information about this early years setting

Busy Bees Christian Pre-School Nursery re-registered in 2020. It is operated by a limited company. The setting is situated in Chigwell, in the London Borough of Redbridge. It operates Monday to Friday, from 8am to 5.30pm, term time only. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years. The setting promotes a Christian ethos. The provider currently employs 20 members of staff, including the manager. Of these, 16 staff members hold early years qualifications ranging from level 2 to level 4.

Information about this inspection

Inspector
Justine Gilbert

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, the deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector and the manager carried out a joint observation of a communication and language activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- 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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