

# Inspection of Busy Bees At Haling Park

66 Haling Park Road, South Croydon CR2 6NF

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Inspection date: 19 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle well into nursery routines. Those children who have recently started form warm bonds with their key persons. They show that they are confident to approach and speak with unfamiliar adults. Babies use comfort items from home. They receive good support to practise their pre-walking skills. Babies clap their hands to celebrate their achievements, for example when they successfully crawl further with strong encouragement from staff. Children who need additional emotional support respond well to the calm and soothing environment of a newly developed sensory room. This contributes well to their emotional well-being. Some children have opportunities to share their languages with staff from similar backgrounds.

Pre-school children use their imaginations as they pretend to drive vehicles with their friends. They recognise their names and those of their friends as they self-register. Some children are confident to write their names and begin to show an interest in reading. Toddlers receive support to learn more about oral health. They brush teeth moulds and look at photographs of visits to the dentist. They hear new words such as 'plaque' and 'decay'. Children enjoy their time outdoors. They run races with friends, kick balls and carry pretend fruit into cosy dens. Children who need additional support benefit from information that is shared with teaching staff at their new school.

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

- The manager has worked well with senior leaders and local advisers. They are committed to making sustained improvements and have addressed previously identified weaknesses in the service. The manager has successfully implemented plans that have a positive impact on children and families. For example, the introduction of a lending library supports shared reading at home.
- The special educational needs coordinator works effectively with external professionals to access support, advice and additional funding. She is aware of local referral procedures and offers effective support to staff and parents if children do not progress as expected.
- The manager makes use of staff supervision sessions to implement induction procedures, offer support and assess the impact of training. However, some staff need additional support to implement a curriculum that fully reflects the cohort of children in their care. For example, some activities are not challenging enough. Very occasionally, staff are unsure about the languages and backgrounds of their key children.
- Staff demonstrate positive interactions with babies and children. Children have opportunities to express their feelings and make choices about what to do. They speak with staff about their personal experiences, such as travelling abroad and

important family members. Babies babble, laugh and smile as they play and staff are responsive to their needs.

- Children generally behave well. Those who need extra support to regulate their behaviour benefit from the methods that staff use to help them express their emotions. For example, children are encouraged to use an emotions board. Staff work effectively with parents to share methods that help children to respond well to instructions. Staff recognise when children may benefit from time in the sensory room.
- Key-person arrangements and information-sharing with parents have improved. Parents know their child's key person and say that information about children's learning is now shared more regularly. Very occasionally, key persons are unaware of the backgrounds and languages of children. Despite this, some children who speak a different language at home quickly acquire English speaking skills.
- Very occasionally, the needs of babies are not met well. Several babies show signs of tiredness at mealtimes. Some babies become distressed, and others sit and wait for some time before their meal arrives. Although babies eventually settle down and enjoy their meal, this part of the daily routine does not run smoothly.
- Parent committee representatives report better communication about their children's learning and a more stable staff team. Parents appreciate the use of technology to update them about their children's care and learning and how to support their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff, including those staff who provide occasional cover, are clear about the procedures to use if they suspect a child is at risk of harm or abuse. They are alert to potential risks to children, such as exposure to unsafe technology, extreme views or irregular attendance. Staff know the procedures to follow if they are concerned about the behaviour of a colleague. They demonstrate an understanding of how to implement procedures to help keep children safe. For example, they conduct headcounts in the garden and deal with accidents effectively. Staff maintain accurate records of children's attendance and personal care. Information is shared with the nursery chef to ensure mealtimes meet the dietary and health needs of babies and children.

## What does the setting need to do to improve?

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

- strengthen the support for staff so that key persons consider the backgrounds, languages and individual learning needs of children more consistently as they

plan and implement activities

- review mealtime routines so that the needs of babies are better met.

## Setting details

<b>Unique reference number</b>	EY537527
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10207537
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	66
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0208 688 0270
<b>Date of previous inspection</b>	7 September 2021

## Information about this early years setting

Busy Bees At Haling Park registered in 2016. It is located in South Croydon, in the London Borough of Croydon. The nursery is open each weekday, from 7.30am to 6.30pm, all year round. There are 25 members of staff. Of these, 12 hold suitable early years qualifications from level 2 to level 5. One member of staff is a qualified teacher. The nursery receives funding for free early education for children aged three and four years.

## Information about this inspection

### Inspector

Kareen Jacobs

## Inspection activities

- The inspector discussed the continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provision.
- The manager showed the inspector around the nursery and explained how staff support children's learning and development.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- The manager and the inspector discussed the teaching and learning that took place during a children's activity.
- The inspector considered the views of parents during the inspection.
- Senior leaders met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- The inspector reviewed documents. These included evidence of the suitability of staff, children's learning records and evidence of staff professional development.
- The inspector spoke with staff and children at appropriate times.

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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