

Inspection of Busy Bees Day Nursery at Harlow

Harlow Business Park, Green Way, Harlow, Essex CM19 5QE

Inspection date: 24 August 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

All children are well cared for by staff who are kind and supportive to them. Babies enjoy blowing bubbles and exploring different materials, such as sand and water. They pat and swirl sand, draw with chalk and feel different interesting resources, such as sponges in treasure baskets. Staff take steps to promote children's language development. For example they introduce words such as 'tickly' and 'scratchy' when babies investigate the sponges. Toddlers develop confident speaking and listening skills as they explore different songs and stories. For example, they learn about parts of the body and then sing 'Head, Shoulders, Knees and Toes' to consolidate their learning.

Children show good levels of independence across the nursery, in readiness for what is to come next. For example, even the youngest children confidently use cutlery. Older children let staff know when they need to use the toilet. Staff promote children's independence in toileting, and work with parents to help children manage their own hygiene. Children express when they are tired, and are able to rest and sleep according to their needs. Children show curiosity and a positive attitude towards learning. For example, they predict and test out ideas, such as considering whether they may 'glow in the dark' or 'see in the dark' if they eat carrots.

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

- Leaders have a clear vision for the future of the nursery. They continue to strive to improve consistency in staff practice, especially following a recent period of recruitment. They use regular observations and supervision meetings to give staff support and to help improve quality of provision. They recognise when staff need further help and ensure that they access training to make improvements. Staff report that they feel valued. They have plenty of opportunities to share their views about the setting and to discuss any concerns they may have about children in their care.
- Leaders have established a broad and interesting curriculum that overall responds to children's needs, supports their independence, and prepares them for their move to school. All staff are enthusiastic and clearly enjoy working with children. While they recognise what children require to be ready for their next move, including to school, they are not always clear about the intent of specific activities and how this links to the learning experience provided. For example, staff are not always consistent in how they introduce written words to children and how they help children to link the letters and the sounds they make.
- Staff have thorough knowledge of the children they care for, especially their home experiences and their prior experiences before coming to nursery. They use this knowledge to provide effective settling-in experiences and to make

children feel safe, secure and thoroughly supported. This includes any children who may be more nervous about coming to nursery, and any child whose development is not as expected. Children show that they feel safe by cuddling their key person, or happily fetch a book to read with a trusted adult.

- Parents report that they are very happy with the care and education their children receive. They comment positively on the settling-in procedures and how prepared children are to go to school. Staff work well with parents to make sure that they understand children's home lives. They regularly reflect children's own experiences in the activities they provide. For example, staff prepare a seaside play area to link to children's holidays.
- The special educational needs coordinator (SENCo) is very enthusiastic and knowledgeable about their role. Systems work well to ensure that any delays in children's development are identified. She then takes swift action taken to address these. The SENCo works closely with outside professionals involved in children's lives. This supports good continuity between the professionals and the nursery to the benefit of children.
- There has been a recent drive to support the management of children's behaviour across the nursery. While the majority of incidents are managed positively and successfully, staff do not always respond to incidents of unwanted behaviour to help all children to understand what is expected of them.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding arrangements are robust. All staff attend regular training and have a thorough understanding of signs and symptoms of abuse and/or neglect. They are very clear about the steps to take to refer concerns, both within the organisation they work for and to relevant agencies, to obtain swift help for any child who needs it. They understand how to respond, without delay, to any concerns about persons working with children. This demonstrates that children's safety and well-being are given high priority in this nursery.

What does the setting need to do to improve?

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

- support staff to more consistently understand the curriculum aims across the nursery to help them to deliver learning experiences that support all children to make their best possible progress
- continue to develop the ways in which staff support children to regulate their own behaviour, to help children receive consistent messages about what is expected of them.

Setting details

Unique reference number	EY307317
Local authority	Essex
Inspection number	10234930
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	105
Number of children on roll	71
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01279 441277
Date of previous inspection	26 October 2016

Information about this early years setting

Busy Bees Day Nursery at Harlow registered in 1995. It is one of a chain of nurseries owned by Busy Bees Day Nurseries Limited. The nursery employs 24 members of childcare staff. Of these, 16 hold appropriate early years qualifications at levels 2 to 6. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Naomi Brown

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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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