

# Inspection of Busy Bees Christian Pre-School Nursery

Coppice Primary School, Manford Way, Chigwell IG7 4AL

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Inspection date: 7 September 2022

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

### **The provision is good**

Children arrive eager to play and learn and show their delight as they enter the nursery after the long summer break. They greet staff with enthusiasm and express that they are happy and secure. Children enjoy outdoor play, they climb, and ride wheeled toys along the painted track in the garden as they negotiate around each other, supporting their physical skills. Children make sense of the world as they act out their-real life summer holiday experiences and develop their language and communication skills.

Staff are responsive to young babies and join in with their play showing a warm interest. Babies are happy and secure and watch staff's faces with joy and wonderment. They successfully, with support, climb small steps up the slide developing their balance and coordination. Babies enjoy listening to stories and understand that pictures represent objects and they show they like pictures and become familiar with sounds and words. Children are well behaved and there is friendly cooperation between children and adults. Children who have additional needs are supported well. Children enjoy activities such as 'bucket time' which helps children to concentrate and take part in an activity for an extended period of time. Children learn to share an activity with other children, building social skills.

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

- Staff plan an ambitious curriculum and enabling environment to support children to develop in all areas of learning. Children enjoy learning outside which helps to boost their imagination and creativity. Children are curious as they observe fish and frogs in the pond.
- Staff encourage children to attend to their personal needs such as toileting and handwashing. They learn the importance of hygiene to support their independence and self-care skills.
- Leaders work effectively with other agencies to help children to catch up in all areas of learning including social, emotional and physical needs.
- Partnership with parents are strong. Staff share information with parents about their child's development. They offer suggestions to parents for learning at home, so they can continue to support their child's development. Parents speak highly of staff and the caring, supportive relationships that staff have with the children.
- Staff support children who have English as an additional language effectively. For example, all children benefit from the visual timetable which helps keep children informed about the daily routines, regardless of their development levels or language.
- Staff promote healthy eating well. For instance, meal times are relaxed and comfortable, and staff are positive about the healthy foods that children eat.

Staff encourage children to adopt healthy choices for later life.

- Leaders support staff to undertake training to support their professional development. For example, they are more knowledgeable of safeguarding children. Staff update their childcare knowledge at staff meetings during discussions and questioning.
- Staff support children to develop their communication skills effectively. For example, children express their thoughts and ideas and understand their feelings. Children are engaged in talking, they enjoy singing activities and listening to stories. However, staff do not consistently help children to build new vocabulary, by for example using complete sentences in everyday talk through rephrasing what they are saying.
- Children make marks with writing tools, they paint, and handle books. All of which supports their early literacy development.
- Staff support young babies to complete simple puzzles to support their understanding of problem-solving and learning about shapes. Babies handle interesting shaped objects, pots and pans and programmable toys, which helps babies develop their hand-to-eye coordination.
- All children have access to the resources and activities to help promote diversity and inclusion. Staff treat children as individuals and celebrate their differences through festivals and celebrations, and the environment is reflective of the wider world.
- Leaders engage with staff and are aware of their work pressures. They show support by employing extra skilled staff members to offer individual care to children who need additional support. This helps all staff to meet the needs of all the children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leader and staff have a good understanding of their responsibilities to keep children safe. Regular training ensures staff have up-to-date knowledge and understanding of how to follow safeguarding procedures and policies. As a result, they are aware of potential risks to children and know how to respond. Staff know the signs that may indicate that children are at risk of extreme views and ideology. Appropriate recruitment checks are carried out on all who work at the setting. Leaders work closely with external agencies, to help ensure children and families get the support they need. Staff complete risk assessments to help remove any risks to children's health and well-being, both inside and outside the setting.

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

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

- help children to build new vocabulary by encouraging the use of complete

sentences in everyday talk, for example by rephrasing what they are saying.

## Setting details

<b>Unique reference number</b>	2608251
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10244025
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	James, Jill
<b>Registered person unique reference number</b>	2545251
<b>Telephone number</b>	07985476284
<b>Date of previous inspection</b>	17 March 2022

## 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 28 members of staff, including the manager. Of these, 20 staff members hold early years qualifications ranging from level 2 to level 4.

## Information about this inspection

**Inspector**  
Caroline Preston

## Inspection activities

- The inspector discussed any continued impact of pandemic with the provider, and has taken that into account in their evaluation of the provider.
- The provider and deputy carried out a learning walk with the inspector. The inspector observed teaching practices and considered the impact these have on children.
- The inspector held discussions with leaders, staff and parents.

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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