

# Inspection of Busy Bees Day Nursery at Carshalton

The Old Chapel, Kenny Drive, Carshalton, Surrey SM5 4PH

---

Inspection date: 12 October 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 Good

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

### **The provision is good**

Children arrive at nursery content and excited to join in with the activities on offer. They happily leave their parents and settle quickly with the warm and welcoming staff. Children are comfortable to seek out staff when they need reassurance, help and a cuddle. Children enjoy playing in the inviting outdoor areas. They are encouraged to develop their physical skills. For instance, children ride bicycles and practise balancing on beams. Younger children enjoy practising throwing balls with staff. The staff have high expectations for all children. Children are curious and motivated to learn. They thoroughly engage in a variety of good learning opportunities.

Children are becoming independent learners. For example, in the baby room children learn to feed themselves from an early age. They continue to develop these skills as they move on to each stage in the nursery. By the time children are ready to start school, they have the skills they need. For instance, older children enjoy carrying out tasks as they tidy up their toys and help to prepare snack. Children make choices in their play and learning. This helps to develop their confidence. Children's behaviour is supported well across the setting. Staff consistently praise children for their efforts, achievements and positive behaviours. Children develop high levels of self-esteem and positive attitudes to their learning.

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

- The manager and staff have high expectations for all children. Children with special educational needs and/or disabilities are supported well as staff work alongside other agencies involved in their care and learning. Staff use information they obtain from parents in the beginning to plan for what the children need to learn next, as well as following children's interests. Staff analyse what children already know and they identify what they need to learn next. As a result, all children make progress from their starting points.
- A well-sequenced curriculum is in place. Staff have a clear understanding of what children can do and, overall, they provide great learning opportunities to help support their future learning. However, at times, staff do not communicate clearly to each other children's specific targets and what they need to learn next. Therefore, children's development is not consistently challenged.
- Generally, staff support children's communication and language. They interact with children well as they join their play, introducing them to new words. In addition, staff working with older children repeat words and use recall to assess and reinforce children's understanding. However, some staff do not always plan ambitious activities to further extend the younger children's communication skills. For example, during children's play, staff use lots of praise for good work but do not interact effectively to enhance children's communication and

language development. Staff do not regularly comment on what the youngest children have found or are doing. As a result, children have fewer opportunities to develop their communication skills.

- Early mathematical language is emerging through children's play. Children count and talk about different sizes as they order the length of flowers they draw. Others learn about things being 'whole' and 'half' as they make sandwiches.
- Overall, staff establish positive partnerships with parents, who speak very highly of them. Staff share with parents a verbal summary of their children's care routines and what they have enjoyed doing at the end of each day. However, they do not use more extensive ways to support parents to fully understand how they can support children to learn at home.
- Children develop a good range of skills and attitudes, which provide a firm foundation for starting school. They enjoy being independent and become confident about what they can do. Children learn to manage their personal care needs, such as using the toilet and washing their hands independently. They select and serve their cereals at breakfast and competently pour their own drinks.
- The newly appointed manager is enthusiastic and inspiring. She has a clear vision and improvement plan for the nursery. Recent changes and improvements include more precise monitoring of staff and training opportunities. This supports staff's knowledge and skills further to meet children's learning needs.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge of child protection. They are able to recognise signs of abuse and neglect, and they know what to do in the event of a disclosure. They know the procedures to follow if they have a concern about a child, and the referral process to outside agencies. Staff understand safeguarding issues, such as peer-on-peer abuse and the risks to children of hearing extremist views. They demonstrate a thorough understanding of the nursery's whistle-blowing procedures. Staff receive regular training in safeguarding. The management team checks the suitability of staff and has a sound staff recruitment process.

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

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

- improve communication between staff to support children's learning further
- support staff to understand how they can develop children's communication and language further
- strengthen information shared with parents so they can support their children's learning at home.

## Setting details

<b>Unique reference number</b>	954267
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10232548
<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>	98
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0208 642 6175
<b>Date of previous inspection</b>	28 October 2016

## Information about this early years setting

Busy Bees Day Nursery at Carshalton registered in 2000 and is one of a chain of nurseries run by Busy Bees Group Limited. The nursery operates from a two-storey converted chapel in Carshalton, Surrey. It operates Monday to Friday all year round, excluding bank holidays, between 7am and 6.30pm. The nursery receives early education funding for children aged two, three and four years. There are currently 19 staff employed to work with the children. Of these, six hold a childcare qualification at level 3, six hold a qualification at level 2, and five are unqualified. Two members of staff, including the manager, hold a qualification at level 5.

## Information about this inspection

### Inspector

Tracey Murphy

## 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 assistant manager, the manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- 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 of an activity.
- Parents shared their views on the nursery with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022