

# Inspection of Busy Bees Day Nursery at Welwyn Garden City

Kestral Way, Shire Park, Welwyn Garden City, Hertfordshire AL7 1TN

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Inspection date: 22 November 2022

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

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

### **The provision is outstanding**

Children thrive in this nurturing nursery. They are greeted by kind and caring staff, who support them to settle. Consequently, children quickly develop confidence to leave their parents and carers. Children happily engage in the wide range of activities and play spaces available to them. They remain focused, and during role play, they re-enact their real-life experiences. For example, older children giggle as they tell visitors they are going to 'soft play' as they wave goodbye. As younger children pick vegetables from a pretend grow bed, staff talk about which vegetables they might like to use in soup they are making. This helps children to understand and make further connections from their experiences in the world in which they live.

Staff value the importance of supporting children with their emotional development. They teach children to recognise and accurately label their feelings. This supports children, particularly those with special educational needs and/or disabilities, to identify and manage their emotions. They benefit from break-away spaces, where they can rest and relax. Older children spend time enjoying yoga activities, where they practise gentle breathing techniques. Babies spend large amounts of time with key staff. This helps them to form strong emotional attachments. As a result, babies are happy and curious. They explore the intriguing environment confidently. Staff ensure that children understand the nursery rules by clearly explaining why they are important. They are excellent role models, expertly modelling kind, courteous behaviours and language. As a result, children's behaviour is exceptional.

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

- Managers are passionate in their vision for the nursery. They say they want all children to become 'confident learners who are ready for the next stage.' All staff deliver the superbly sequenced and child-focused curriculum. Consequently, all children make excellent progress. For instance, babies develop their walking skills quickly as they cruise from one piece of well-placed furniture to another. Older children are challenged to create obstacle courses, where they balance on wooden beams and crates.
- Staff are highly aware of the impact the COVID-19 pandemic has had on parents and children. They offer decidedly flexible settling-in sessions to provide parents with reassurance when leaving their child for the first time. They also recognise the impact the pandemic has had on children's physical health. They are exceptionally dedicated in their role to support children to learn the foundations for a healthy lifestyle. For example, children benefit from carefully planned, well-balanced menus of healthy, nutritious foods each day. They have access to drinks of water throughout the day and learn to wash their hands independently

before eating.

- Children have tremendous fun playing outside. They develop their coordination and strength in their arms as they play. For example, they dig in sand to fill buckets. Staff support children to become 'outdoor detectives' before they can freely explore the gardens. Together, they learn how to keep themselves safe by inspecting the gardens for any hazards. To support this further, staff use 'Safety Buzz' to tell stories about road and fire safety. This helps children to learn the importance of being safe.
- Transitions are extremely well organised for supporting children as they progress through the nursery. Children spend time visiting their new play spaces, with support from key staff. Staff ensure important information is shared successfully. Children are very well prepared as they move on to school. Managers say schools have expressed the positive impact the nursery has on children's school readiness.
- Staff focus highly on children's communication and language development. Staff celebrate the diverse languages children speak within the nursery. For example, they create 'talking points', where children look at maps and identify where their families live around the world. Staff are highly skilled to adapt their communication methods for all children. They skilfully weave mathematical language into their conversations and activities. They introduce new words and concepts when talking to children. For example, as younger children explore play food, staff compare the similar shapes of eggs and lemons. Older children keenly engage in exciting science experiments. They recall their knowledge of primary and secondary colours as they watch water melt sweet colours together.
- The well-established staff team feel supported in their roles. They enjoy the additional responsibilities they have, such as 'well-being champion'. Staff have excellent access to training.
- Parents are extremely happy with the nursery. They particularly appreciate the home learning packs their children can borrow, which help to continue their children's learning at home. They appreciate the effective communication methods used to ensure they are fully aware of their children's development.

## Safeguarding

The arrangements for safeguarding are effective.

Managers are highly reflective and recognise safeguarding children as the highest priority. Included in this is the dedication they have to ensuring all children's allergies and medical needs are accurately addressed. Most staff are qualified in first aid. They are evenly deployed throughout the nursery to ensure they can attend to children's medical needs quickly. Managers ensure that staff remain suitable in their roles and that all staff fully understand their responsibility in safeguarding children. Staff have a clear understanding of how to identify and respond to any safeguarding concerns they may have. They have an in-depth knowledge of wider safeguarding issues, such as child exploitation.

## Setting details

<b>Unique reference number</b>	EY308307
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10234934
<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 4
<b>Total number of places</b>	85
<b>Number of children on roll</b>	148
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01707 393380
<b>Date of previous inspection</b>	16 March 2017

## Information about this early years setting

Busy Bees Day Nursery at Welwyn Garden City registered in 2004. The nursery employs 28 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachael Small

## 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 her evaluation of the provider.
- 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 inspector and manager completed a learning walk together and discussed the early years curriculum.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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