

Inspection of Busy Bees Day Nursery at Westminster

84a Horseferry Road, London SW1P 2AD

Inspection date: 20 December 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children clearly enjoy their time at the nursery. They arrive with big smiles, ready for the day ahead. Children demonstrate secure bonds with the staff, who are consistently kind and encouraging. They play with their friends and explore the resources and activities. Children display positive attitudes as they play and are confident to lead their own learning. For example, babies are fascinated by the texture of cornflour 'gloop' and are motivated to explore how it drips and flows. Older children are inspired by the works of artists such as Picasso. They express their ideas boldly and creatively, using materials such as play dough and paint.

Staff have high expectations for all children. They foster their learning and guide their behaviour well. Where children struggle to regulate strong emotions, staff help them to understand and express how they feel. Children adopt simple strategies, such as using sand timers to support turn taking. They behave well and follow the daily routines. Children are well supported as they take their first steps towards independence. Babies and toddlers learn to wash their hands and eat with cutlery at mealtimes. Pre-school children confidently serve their own food and drinks. They enjoy being helpful and assist with tasks, such as sweeping up after messy play.

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

- The manager and staff strive to provide the best care and education for all children at the nursery. They regularly review the provision and speak enthusiastically about recent and future developments. They seek the views of parents and ensure that children have opportunities to contribute their ideas, such as through a 'children's council'. Staff are encouraged to improve their professional qualifications. They describe how further training helps them to support children's development and behaviour.
- Staff provide children with a wide range of activities that cover the seven areas of learning. They carefully observe children and use what they find out to support the next steps in their learning. Consequently, children make good progress and are well prepared for starting school.
- Children eagerly engage with learning experiences. For example, as children make their own 'sensory play dough', they are keen to smell and taste the herbs and spices. However, when challenges arise, staff sometimes step in too quickly with solutions, rather than encouraging children to use their own thinking and problem-solving skills.
- Staff interact positively with children and teaching is generally of a high quality. For instance, staff simplify language and use picture cards, to support children's early communication. However, at times, staff do not give children enough time to contemplate and respond to questions and comments. As a result, children's

language is not always extended as fully as it could be.

- The nursery is highly inclusive and welcomes staff and children from a diverse range of backgrounds. Children enjoy sharing their experiences from home and happily celebrate events such as Christmas, Eid and Diwali together. Staff speak a range of languages. They ensure that children who speak English as an additional language can hear and use words from home during their play. This helps children to enjoy and respect their similarities and differences.
- Staff prioritise children's emotional security. They offer effective support when children first start and when they transition to new rooms. For instance, key persons are attentive to children's needs and provide familiar routines and toys, to help them feel at home. Consequently, children are very happy and settled at the nursery.
- Children develop positive attitudes to healthy lifestyles. They enjoy eating their healthy meals together and chat happily to their friends about their favourite fruit and vegetables. Children enjoy fresh air and exercise as they play in the nursery garden each day.
- Managers and staff recognise the importance of strong partnerships. They constantly seek new ways to communicate with parents and involve them in their children's learning. For instance, they provide cosy reading areas, where children and parents can share stories before or after nursery. Parents are very happy with the service provided. They report that their children enjoy attending and are progressing well.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have good safeguarding knowledge. They know how to identify possible signs of abuse and report concerns about children's welfare. Recruitment procedures are robust. This helps to ensure that staff are suitable to work with children. Managers understand their responsibility to protect children from harm. They ensure staff have regular training, to keep their safeguarding knowledge up to date. There are effective procedures and risk assessments in place, which help to keep children safe. Staff use a range of activities and experiences to teach children about personal safety and help them manage risks.

What does the setting need to do to improve?

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

- help staff to improve their support for children's thinking and problem-solving skills
- support staff to develop their interactions with children, to help extend their language skills even further.

Setting details

Unique reference number	EY330036
Local authority	Westminster
Inspection number	10265467
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	72
Number of children on roll	49
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0207 222 4459
Date of previous inspection	29 January 2018

Information about this early years setting

Busy Bees Day Nursery at Westminster registered in 2006. The nursery is open all year round, Monday to Friday, from 7.30am until 6.15pm, except for bank holidays. The setting employs 12 childcare staff. Of these, ten hold childcare qualifications. One member of staff holds qualified teacher status and others are qualified at level 6 or level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Crawford

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 manager showed the inspector around the nursery premises, she explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This includes a joint observation with the manager.
- The manager ensured that relevant documents were available for the inspector to view. This included staff's suitability checks and paediatric first-aid certificates.
- Parents, staff and children shared their views and experiences with the inspector, at appropriate times during the inspection.
- Managers met with the inspector to discuss leadership issues, such as staff recruitment, supervision and training.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022