

Inspection of Bush-E-Babes (Stobbart Hall)

St Pauls C of E Church, Bushey Hall Road, Bushey WD23 2EQ

Inspection date: 6 January 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend in this friendly nursery. They are happy to arrive and separate from parents with ease. Children form close relationships with all staff. They rush to greet them and are eager to discuss the activities they have enjoyed during the holidays. The enthusiastic staff listen attentively to children and enjoy joining in their play. For example, staff and children laugh and joke together when dancing to music and playing games. This encourages children to settle well and feel secure in the nursery.

Children are thoroughly engaged throughout their time in this stimulating learning environment. They quickly become absorbed in the numerous activities that the manager and staff skilfully plan. For example, children are learning about arctic animals. They explore the snowy habitat in a sensory activity, and create their own winter scenes with the wide range of craft materials available.

Children behave well in the nursery. They are kind and considerate to one another, inviting others into their play. Children follow instructions well and are eager to offer help in tasks. For example, they work well as a team to tidy away toys and activities before story time. Staff have effective behaviour management strategies in place to support children's understanding of appropriate behaviour. For example, children use sand timers to monitor the time they spend playing with popular resources.

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

- Since the last inspection, the provider, who is also the manager, has reflected well on the care she provides. She has made appropriate changes to the environment and reduced the number of children on roll. This enables staff to better meet the needs of all children who attend.
- Parents and carers take an active role in supporting children's development. They share their skills and knowledge to enhance children's learning and understanding. For example, parents visit the nursery to discuss their professions, and the roles they play in keeping people safe.
- Staff support children's language development well. They engage well with children during activities, role modelling new and descriptive language at every opportunity. For example, children are making soup in the kitchen role-play area. Staff encourage children to describe the different vegetables they use, and introduce words, such as 'floret', when describing broccoli.
- The manager and staff are passionate about their role in promoting children's development. They plan activities based on children's interests and adapt them well to meet the needs of individual children. Staff encourage children to recall past learning. They spend time discussing activities they have previously

enjoyed, and the new words that they have learned. This enables staff to measure the impact their teaching has on children's development.

- Feedback from parents is positive. They deeply value the close relationships children form with staff, and acknowledge that this enables children to settle well at the nursery. Parents appreciate the detailed verbal communication they receive daily, as well as the regular progress updates that are shared via an electronic journal system.
- Children are learning to be independent. On arrival, they hang up their coats and bags and use the self-registration system. Throughout the day, children help themselves to fresh drinking water. They choose when to have their snack, confidently using tongs to help themselves to a variety of healthy fruit. Staff encourage children to complete age-appropriate tasks, such as clearing away their plates and cups after meals and snacks. This prepares children well for the routines of school.
- Staff support children's mathematical and language development particularly well during sessions of free play. For example, they are swift to identify opportunities to extend their vocabulary when children find worms and snails in the garden. However, staff do not consistently use these ad hoc opportunities to extend children's broader knowledge.
- The manager conducts regular appraisals on all staff to identify areas for development. Staff have access to various online and face-to-face training opportunities to enhance their knowledge. However, methods of coaching are not yet sufficient to allow staff to fully evaluate all areas of their practice.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff complete regular safeguarding training and demonstrate good knowledge of the signs and symptoms, which could indicate a child is at risk from harm. They have robust knowledge of the correct process to follow when reporting concerns to the appropriate authority. All staff complete first-aid training and ensure that the environment is safe for all children by conducting daily risk assessments.

What does the setting need to do to improve?

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

- support children's development further by taking every opportunity to extend their learning during sessions of free play
- enhance current methods of coaching to support staff to identify areas for improvement in their practice.

Setting details

Unique reference number	EY481398
Local authority	Hertfordshire
Inspection number	10237139
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	30
Number of children on roll	20
Name of registered person	Yadid, Jannine Suzanne Ruth
Registered person unique reference number	RP907985
Telephone number	01923800570
Date of previous inspection	15 March 2022

Information about this early years setting

Bush-E-Babes (Stobbart Hall) registered in 2014. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications ranging from level 2 to level 4. The nursery opens from Monday to Thursday from 8am to 5pm and on a Friday from 8am to 3.30pm, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Antonia Campbell

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.
- The inspector considered the views of parents by speaking to several during the inspection.

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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