

Inspection of Busy Bees Aspsley

Two Waters Methodist Church, Mill Street, HEMEL HEMPSTEAD, Hertfordshire HP3 9RG

Inspection date: 5 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 demonstrate that they feel safe and happy. They enjoy their time at the nursery and independently select from the good range of resources and interesting, well-presented activities. Younger children and babies develop their physical strength and hand-to-eye coordination as they place wooden shapes onto rods, and stack bricks on top of one another. They smile, clap their hands, and are praised by the staff for their achievements. Younger children and babies are encouraged to explore a range of sensory experiences. For example, babies use their feet and hands to feel the texture of the sand.

Younger children enjoy using spray containers filled with water. They pretend to put out a pictorial image of a house fire displayed on a large chalk board. Staff successfully use this opportunity to talk to the children about the dangers of fire and the role of the fire service. They introduce new vocabulary, such as 'smoke' and 'fire brigade' as they play. Children are introduced to mathematical concepts, such as 'over' and 'under', as they manoeuvre cars under the roadway. They learn to differentiate between their small and large towers. Additionally, staff spontaneously weave counting into the children's play. Older children learn to recognise numerals. They throw the beanbag onto the correct number when staff call out a number.

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

- Since the last inspection, management and the staff team have made improvements to the nursery. Ongoing training, supervision and regular observations of the staff's practice has supported the staff to improve their knowledge of how children learn. This includes the teaching of the curriculum and their interactions with the children. However, management recognises that, on occasions, some members of staff do not always sequence and extend children's learning as effectively as others, identifying that further coaching is required to enhance their practice and skills. Additionally, on occasions, staff working with the older children do not consistently use the correct pronunciation of words when talking to the children.
- Staff warmly greet the children on their arrival and show kindness towards them. Babies' individual needs are well met and their care routines from home are acknowledged and followed. Children seek reassurance if they are upset and ask for help when needed. This positive interaction helps children to develop secure attachments and supports their emotional well-being.
- Staff know the children well. They make effective use of observation and assessment to identify and reduce any gaps in the children's development. Staff work with parents and other professionals to support children with special educational needs and/or disabilities. Additional funding is also used to support

children who receive early years pupil premium. Staff work with the parents and make initial observations of the children to decide how the extra funding can be best used to support the children's care and learning.

- Staff manage children's behaviour well. They are consistent in their approach and remind children to use 'kind hands', to take their turn and share the resources. Staff quickly intervene to avert any inappropriate behaviour, explaining to the children why certain behaviours are not acceptable and might upset the feelings of their friends.
- Staff readily introduce new vocabulary and maintain an ongoing dialogue with babies and younger children as they play. Babies and young children are introduced to stories and rhymes, such as 'The wheels on the bus'. They enjoy lifting flaps in books to reveal hidden animals and are encouraged by the staff to name the animals and make their associated sounds.
- Management and staff actively support the good health of children. They support children to implement effective hygiene routines, and children receive healthy meals and snacks. They encourage children to be physically active in the fresh air. Older children practise their balancing skills when they climb across wooden beams and learn to manage risk.
- Staff successfully use initial settling-in sessions to get to know children's home routines, which effectively support continuity in their care and development. Parents receive daily updates about their child's day and are given ideas to continue to support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leads across the nursery demonstrate a secure knowledge and understanding of safeguarding. Staff undertake regular training and demonstrate a sound awareness of the signs and indicators that a child may be at risk of harm. This includes wider safeguarding concerns, such as radicalisation. Staff know how to report concerns about a child's welfare. There are clear procedures on the use of mobile phones, which the staff know and follow. Robust recruitment and induction procedures are followed when appointing staff. The premises are secure and daily risk assessments are completed to ensure the children's safety.

What does the setting need to do to improve?

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

- support staff to continue to develop their knowledge and implementation of the curriculum, including their teaching skills
- monitor staff performance, including professional development opportunities, to ensure all staff support children to make the best possible progress.

Setting details

Unique reference number	EY364529
Local authority	Hertfordshire
Inspection number	10221011
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 5
Total number of places	88
Number of children on roll	76
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01442266119
Date of previous inspection	12 January 2022

Information about this early years setting

Busy Bees Aspsley registered in 2017. The nursery employs 17 members of childcare staff. Of these, 11 members of staff hold appropriate early years qualifications at level 2 or 3. The nursery opens from 7.30am to 6.15pm all year round, Monday to Friday, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Ann Austen
Lisa Topham

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspectors observed staff's interactions with the children during indoor and outdoor activities, and assessed the impact this has on the children's progress and achievements.
- The manager, staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspectors carried out joint observations with the manager and discussed the children's progress and achievements.
- The inspectors spoke to members of the management team about the leadership and management of the nursery.
- The inspectors took account of the views of parents from written information and by speaking to them.

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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