

Inspection of Busy Bees Day Nursery at Rothamsted Lodge

Rothamsted Lodge, Hatching Green, Harpenden, Hertfordshire AL5 2JS

Inspection date: 1 February 2023

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

What is it like to attend this early years setting?

The provision is good

The nursery is a calm, warm and welcoming place for children to learn. Practitioners have a gentle approach with the children. They speak to them calmly and encourage children to take ownership of their learning. Children are encouraged to take appropriate risks and challenges as they play and learn, both indoors and outdoors. Children are particularly supported to develop their physical and emotional health.

Children enjoy learning new language through stories and singing songs. Children hear the melody of the nursery rhyme 'Wheels on the Bus' to their delight and happily join in with the words. Older children confidently express their opinion, commenting on their likes and dislikes. Children engage in meaningful conversation with one another, with one child saying, 'I picked apples and pears to make a crumble.'

Children enjoy exciting activities that engage them. This is because practitioners show a good understanding of the areas of learning and how children learn. Children develop their vocabulary and understanding of language across the curriculum. An effective key-person system allows secure and positive relationships to form between children and practitioners, and practitioners and parents.

Practitioners go beyond what is expected to make use of opportunities for all children to develop their own unique character through sharing their talents, interests, ideas and knowledge, which are encouraged, accepted and respected. This particular practice is worthy of sharing with others.

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

- The nursery adopts a curriculum that is based on the children's interests and needs, designed to give children the knowledge they need to succeed in the future.
- Practitioners make best use of local opportunities and experiences. For example, the local farmer shares his knowledge of cutting wheat with the children.
- Relationships between staff and babies are sensitive, stimulating and responsive. For example, teaching and resources are adapted to include musical instruments for a baby that enjoys hearing the different sounds they make.
- Children enjoy being physically active outdoors. They push prams, ride toy cars, pretending to fill them up with petrol, and play superhero games.
- Babies are exposed to books from a young age and benefit from hearing rhyming phrases and looking at the pictures. This supports their early language and literacy development.
- Practitioners use open-ended questions to encourage discussion among the

children. For example, children share ideas about places they could travel to by boat. Children listen intently and respond positively to each other, as one child comments, 'I am going by boat to London to see Big Ben'.

- Parents comment that the setting is a 'welcoming and vibrant nursery' where the practitioners are energetic and enthusiastic. Parents feel that their children are well cared for and valued at the nursery.
- Older children demonstrate school readiness in their good understanding of number concepts, as well as their level of independence.
- The child's voice is valued by all practitioners working in the nursery. Practitioners provide opportunities for the children to share ideas and collaborate with adults, such as by making plans for the woodland area.
- Practitioners ensure children's safety, and children are aware of risks. For example, when toddlers use the stairs, practitioners keep a watchful eye as children negotiate each step carefully and hold on to the banister.
- Practitioners present information clearly to the children by ensuring that their own speaking and reading of English enables children to hear and develop their own language well. Practitioners read to the children in a way that excites them.
- Babies enjoy feeling the different textures of sand and water. Practitioners encourage the babies to mix the different materials and reassure them by saying, 'It's okay, you can give it a stir'. Babies show good control and coordination in both large and small movements appropriate for their stage of development.
- The manager focuses on improving practitioners' knowledge through regular supervision, opportunities to enhance the teaching of the curriculum and training courses. However, there are still some inconsistencies in the quality of education between the rooms with different age groups.
- Sleep time is well organised, relaxing and calm. Younger children listen to soothing music and lie comfortably while being well supervised and cared for by practitioners.

Safeguarding

The arrangements for safeguarding are effective.

The nursery fulfils its statutory duties, such as those in relation to the 'Prevent' duty strategy and safeguarding. The nursery has a culture of safeguarding that is well embedded in the setting. Staff demonstrate good knowledge on identifying children who may need help or are at risk of harm. Staff are confident in following the policy to make a referral in a timely way to those who have expertise to help. Regular risk assessments ensure children's safety, indoors and outdoors. The setting has a large number of practitioners who are trained in first aid. The nursery is clean and offers children a safe environment to learn in.

What does the setting need to do to improve?

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

- monitor the quality of the curriculum across the rooms for different age groups to ensure that it is consistent and children's learning is embedded.

Setting details

Unique reference number	123606
Local authority	Hertfordshire
Inspection number	10265248
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	1 to 5
Total number of places	70
Number of children on roll	106
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01582 462533
Date of previous inspection	31 May 2017

Information about this early years setting

Busy Bees Day Nursery at Rothamsted Lodge has been registered since 1993. It is managed by Busy Bees Nurseries Limited. The nursery employs 24 members of childcare staff. Of these, 13 hold appropriate qualifications at level 2 or above. The nursery opens Monday to Friday, all year round. Sessions are from 7.15am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Jennings

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 quality of education was observed, and the inspector assessed the impact this has on children's learning.
- The inspector carried out a joint observation of the quality of teaching with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector completed a learning walk with the manager to discuss the curriculum.
- Interactions between staff and children were observed, and the inspector spoke with children when appropriate.
- Some documentation was checked, and the inspector held a discussion with the manager.

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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