

# Inspection of Busy Bees Day Nursery at Walthamstow

20 Sutton Road, Walthamstow, London E17 5QA

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Inspection date: 16 March 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

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

### **The provision requires improvement**

Children are greeted with enthusiasm by staff as they arrive. Staff interact warmly with children during care routines, such as mealtimes and nappy changes. Most children approach staff if they need reassurance and comfort to help them feel safe and secure. During the day, where some children require more emotional support, not all staff are forthcoming with offering consistent attention to help them remain engaged.

Children behave well as they learn to negotiate with one another during play. They have access to a range of outdoor areas, which enable all age groups of children to play safely with stimulating and age-appropriate resources. Outside, they develop problem-solving skills as they work out how to balance on the climbing frames, and negotiate the space as they happily follow each other in a circuit chasing the bubbles. Children enjoy playing with sand in large trays and mixing it with foam and water. They use tools to scoop and pour as they spread and combine the mixture. At times, when children are less involved in activities, not all staff recognise that this is due to lack of interest and guidance. When this happens, children do not always receive the support they need to remain fully focused.

The quality of education is variable. Not all staff understand the intentions for children's learning. This includes knowledge of individual children, including children with special educational needs and/or disabilities (SEND). As a result, children's learning is not always purposeful and some children are not always included in meaningful activities.

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

- The provider is taking steps to develop and improve the quality of the nursery. The new manager has a comprehensive improvement plan in place. This includes plans to improve the key-person system and establish a more consistent staffing team. Managers are aware that there is a need for more robust procedures, including for staff supervisions. This is in order to monitor children's development more closely and to have a more in-depth and structured induction and on-going support for all staff. It will enable them to be more confident in their roles.
- Established staff know children well. They help build settled relationships with children. However, although staff carry out assessments of children's development, they are not always clear about what they want children to learn. Staff do not always implement a curriculum that focuses precisely on helping children to work towards their next steps in learning. Not all children are receiving consistent levels of support. In addition, the educational programmes and resources do not fully meet the individual learning styles and next steps for

all children, including children with SEND.

- Staff promote children's health and well-being. The manager has employed a designated member of staff to clean the setting to promote the good health and safety of children. Children enjoy a range of healthy meals, which are freshly cooked on site. Overall, they develop independence through daily routines and activities. Children wash their hands and feed themselves at mealtimes. Staff across all age-group rooms encourage children to practise their independence skills. They support children to put on their shoes and coats, encouraging them to try to do this for themselves.
- Staff provide opportunities for children to develop their early mathematical skills. They use routines to practise counting together. For example, children count the cups and plates as they prepare for lunch and sing counting songs during circle time.
- The new manager and deputy manager demonstrate a caring approach towards staff. Most staff say that their well-being is now supported with care and consideration. Staff have begun to have regular meetings scheduled as part of their induction and on-going supervision. The manager is aware that further work is required to ensure that all staff are getting enough support to help them improve their skills and practice.
- Parents are mostly complimentary about the nursery. They value the support that staff offer them and their children. They would, however, welcome more regular information about their children's experiences and development. Some parents say they do not understand the assessment tools used in the nursery. This means they are not fully aware if their child is meeting their expected levels of development or how they can help support learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are clear about their roles and responsibilities in keeping children safe. They have completed safeguarding training, which has raised their awareness of how to confidently follow safeguarding and child protection procedures. They can explain the whistle-blowing procedure and they know the procedures to follow to report any concerns regarding a member of staff or a child in their care. They carry out daily checks of the indoor and outdoor environments to ensure that these are clean, suitable and secure. Managers follow safer recruitment procedures to ensure that staff are suitable to work with children.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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improve the supervision of staff to provide guidance and training that develops their knowledge and understanding of how children learn so that all children benefit from consistently good-quality learning experiences	14/04/2023
take prompt action to ensure that educational programmes are ambitious and challenging and support each child's learning styles and needs, including children with SEND	14/04/2023
improve the implementation of the curriculum to raise the quality of staff interactions and teaching and to ensure that staff are consistently guiding children's development to a good level so that all children make the best possible progress.	14/04/2023

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

- make greater use of partnerships with parents and provide more regular sharing of information to support continuity in children's care, learning and development.

## Setting details

<b>Unique reference number</b>	155097
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10281762
<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>	140
<b>Number of children on roll</b>	217
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	020 8527 9711
<b>Date of previous inspection</b>	25 May 2021

## Information about this early years setting

Busy Bees Day Nursery at Walthamstow registered in 2001. The nursery is open each weekday, from 7am to 7pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The provider employs 37 members of staff, of whom two hold a relevant level 6 qualification and others have qualifications at level 2 or level 3.

## Information about this inspection

### Inspectors

Catherine Greene  
Siobhan O'Callaghan

## Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspection was carried out by two inspectors. They both spent time observing practice across the nursery and observing the quality of education being provided, indoors and outdoors. They assessed the impact that this was having on children's learning.
- Leaders and managers and one of the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager and room leaders took part in joint observations with the inspectors.
- During the inspection, the inspectors spoke to staff, parents and children at appropriate times.
- The inspectors looked at relevant documents, including paediatric first-aid certificates, qualifications, insurance and staff's suitability checks.
- Parents shared their views of the setting with the inspectors.

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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