

Inspection of Busy Bees Day Nursery at St Albans Glenalmond

14 King Harry Lane, St. Albans, Hertfordshire AL3 4AP

Inspection date: 30 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children of all ages enjoy the time they spend in this friendly nursery. They engage deeply in numerous learning opportunities in an extensive, stimulating environment. For example, children enhance their knowledge of nature by exploring the woodland trails in the vast outdoor area. They regularly spend time creating sculptures and paintings in the well-equipped art area.

Children of all ages show high levels of independence. Staff support this by encouraging children to complete age-appropriate tasks. For example, babies learn to feed themselves at mealtimes. Toddlers learn to complete essential hygiene routines, such as wiping their noses, with little support from adults. Pre-school children lay the table and pour their own drinks at mealtimes. They clear away their own plates and cups once finished. These tasks prepare them well for the routines of school.

Children across the nursery are confident. They engage well with visitors, chatting to them enthusiastically and welcoming them into their play. For example, pre-school children are keen to discuss their favourite activities and resources at the nursery. Staff support children's self-esteem well. They encourage children to write down their accomplishments and hang these on their 'positivity tree' for everyone to see and celebrate.

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

- Children with special educational needs and/or disabilities (SEND) are particularly well supported. They develop close relationships with their key staff, who demonstrate excellent knowledge of children's circumstances. Staff work closely with parents and other professionals to meet children's specific needs. For example, staff visit other settings that their key children attend. This enables them to plan activities that complement children's learning.
- Staff support children's curiosity well. They plan exciting learning opportunities, which children engage in well. For example, young children create rainbows in a science experiment. Staff support children's knowledge by giving children plenty of time to respond to their thought-provoking questions. Older children construct their own marble run out of garden equipment. Staff encourage them to explore how they can adapt their structure to change the route the balls take.
- Children of all ages are kind to one another and demonstrate good manners. Staff supervise activities well, supporting children's understanding of acceptable behaviour. For example, staff sit with children during mealtimes. They interact well with them, encouraging children to develop appropriate table manners. Staff are good role models. They are polite and respectful towards children and other adults.

- Parents speak highly of staff and the care they provide. They comment on the high-quality communication they receive about children's learning and development. Parents of children with SEND are particularly complimentary about the manager and their children's key staff. They greatly appreciate the additional training staff complete, and acknowledge how this supports their children to make good progress.
- The manager places sharp focus on supporting the well-being and development of all staff. For example, she has recently established a peaceful 'snug' area for staff to reflect and relax in. The manager conducts regular appraisals of all staff to identify areas for development. Staff have access to a variety of online and face-to-face training opportunities to enhance their knowledge.
- The nursery provides many wonderful opportunities to support children's literacy and language development. All children enjoy daily visits to the nursery library. Young children investigate story sacks and delight at the puppet shows staff perform of their favourite stories. Pre-school children look forward to selecting books to take home and share with their families. Toddlers engage deeply with staff during well-planned activities. However, staff frequently ask questions that children cannot answer. This inhibits children's emerging language skills.
- Leaders continually evaluate the care they provide to ensure that it continues to meet the needs of all children. For example, the manager has recently made some well-considered changes to the structure of the pre-school room. However, staff do not yet fully support children in adapting to their new routine.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff demonstrate good knowledge of the signs and symptoms of abuse. They discuss the correct process to follow when reporting these concerns to the appropriate authority. Staff confidently explain the process they would follow if they felt their concerns were not being addressed. The provider has robust recruitment and induction processes in place to ensure that all staff are suitable to work with children. Staff complete regular safeguarding and first-aid training in line with local authority guidelines. This supports them to keep their knowledge up to date with changes in legislation.

What does the setting need to do to improve?

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

- build on staff's knowledge of how to support toddlers' emerging language skills
- ensure that staff in the pre-school room are fully supported to deliver consistent development opportunities that enable all children to engage well in routines and activities.

Setting details

Unique reference number	123548
Local authority	Hertfordshire
Inspection number	10280486
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	120
Number of children on roll	138
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01727 854499
Date of previous inspection	22 August 2017

Information about this early years setting

Busy Bees Day Nursery at St Albans Glenalmond was registered in 1998. The nursery employs 39 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 or above, including four at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Antonia Campbell

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 inspector considered the views of parents by speaking to several during the inspection.
- 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.

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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