

Inspection of Busy Bees Day Nursery at Enfield

2 Florey Square, Highlands Village, London N21 1UJ

Inspection date: 1 June 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 receive a warm welcome from staff when they arrive. They are happy to be attending the nursery and are very excited to start their day. The nursery is very well organised, and children are safe. The inside learning spaces provide many opportunities for children to build on and improve their skills. Staff have high overall expectations for all of the children they care for.

The curriculum is well sequenced across the age groups. The prime areas of the early years foundation stage are a focus. For example, language provision is good. Each room has a cosy book area, with a wide range of fiction and non-fiction books. Children are observed reading alone, with their friends and listening to stories read by staff. The entrance has a book lending library for children to choose books they would like to share with their parents at home.

Children are becoming independent learners. Babies confidently explore activities and equipment in the outside space. Older children extend their own learning inside by talking with their friends about what they are playing with, incorporating the ideas of their friends into their play. Behaviour management is good. Staff ensure that children understand the nursery's expectations and values. They provide effective support for children who are having difficulty, explaining why certain behaviour is not appropriate and the impact it has on those around them.

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

- The manager is very experienced. She values her staff and goes out of her way to support them, both professionally and personally. She works alongside staff in the rooms, modelling good teaching practice, and she organises regular training to update their knowledge and skills.
- Staff say they are very well supported by the management team. They say managers always make themselves available to discuss any issues and to provide advice. Staff feel happy and content at work.
- The curriculum is well designed and is based on appropriate guidance. Children are encouraged to follow and explore their own interests. Key persons regularly observe children, identifying any gaps in their learning and planning specific activities to help close them. Next steps ensure all children make good progress.
- Communication and language teaching for the older children is good. Staff model the correct use of English, using simple sentences and words, which they encourage children to use in their everyday speech. Gestures and resources, including picture prompts, are used to support those children who speak English as an additional language. However, some staff working with the younger children do not talk to them enough and/or encourage them to practise their spoken language.

- Mathematics teaching across the nursery is good. Staff identify opportunities for children to practise their early number skills. For example, older babies join in with number names as staff count pieces of fruit for them at snack time. Pre-school children talk about the size of different objects, comparing them to each other and identifying which is the 'biggest'.
- Children with special educational needs and/or disabilities are well supported by their key persons, who know them extremely well. Clear learning and development targets are set, and children's progress towards achieving them is constantly monitored. These children fully engage in all activities and make good progress.
- Most staff skilfully extend children's learning during adult-led activities. They ask effective questions to deepen children's thinking and challenge children's ideas and views.
- Children throughout the nursery enjoy playing outside. Younger children's outside play spaces are stimulating, providing opportunities for children to explore many areas of learning. However, the pre-school outside provision is not always as well planned. Independent activities do not provide enough interest and/or opportunities for children to broaden their knowledge and skills to fully extend their learning.
- Children's personal, social and emotional development is a priority. Staff are warm and nurturing. They teach children how to play well together and the importance of respecting each other's views and wishes. Children show real consideration for their friends, and they behave well.
- Parents generally share very positive views of the nursery. They say that their children settled in well and have continued to enjoy the experience. They highlight how caring the staff are and how well key persons know their children.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given high priority by managers. Staff are clear about their roles and responsibilities. They undertake extensive training to understand how best to help protect children. Staff have a secure knowledge of child protection issues and understand what signs and symptoms may indicate that a child is at risk of harm. They know how to report any concerns they may have, including if an allegation is made against a member of staff. There are robust procedures in place to ensure the ongoing suitability of staff. Staff supervise children closely, undertaking daily risk assessments to help reduce any potential risks in the outside space.

What does the setting need to do to improve?

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

- improve some staff's communication and language teaching, to ensure they fully

- understand how to support the younger children's spoken language
- review and evaluate the outside provision for pre-school children regularly, making sure independent activities stimulate their interests and provide opportunities for them to extend their own learning.

Setting details

Unique reference number	160113
Local authority	Enfield
Inspection number	10289616
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	104
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	020 8360 6610
Date of previous inspection	30 November 2017

Information about this early years setting

Busy Bees Day Nursery at Enfield registered in 2001. It is situated in the London Borough of Enfield. The nursery is open each weekday, from 8am to 6pm, all year round. The nursery receives funding to provide free early education to children aged two, three and four years. The nursery employs 29 childcare staff, of whom 15 hold appropriate early years qualifications from level 2 to level 6.

Information about this inspection

Inspector

Paul Church

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 nursery.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum offered.
- The inspector spoke with staff and observed interactions between staff and children.
- Managers discussed the leadership of the nursery with the inspector.
- The inspector carried out a joint observation with the manager.
- Parents shared their views about the nursery with the inspector.

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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