

# Inspection of Busy Bees Day Nursery at Leytonstone

Whipps Cross University Hospital, Whipps Cross Road, Leytonstone, London E11  
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Inspection date: 25 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive and separate easily from their parents. They are met with a warm welcome from staff. At the time of inspection, the nursery had recently been refurbished. Children enjoy playing in the clean, bright and well-ventilated environment. Children form strong bonds with their key person. Older children happily share their news from home with adults. Babies feel safe and reassured from the affectionate cuddles they receive from staff.

Children behave well across the nursery. They share and respect the nursery resources. Older children learn to resolve minor conflicts themselves. They say, 'You can have a turn when I've finished', as they negotiate sharing a book together. Children actively explore and remain engaged in their chosen activities. They enjoy role play, water play, sensory exploration and painting.

Leaders have devised a broad curriculum. They have high expectations for children's physical and social development. Children play energetically outdoors in the open air. Staff prepare the outdoor environment well. They ensure that children have ample opportunities to build on agility skills. They confidently climb, balance and pedal tricycles. Children form good friendships as they play together. They learn about the natural world through themed events, like 'World Bee Day'.

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

- Children become independent learners and develop skills for life. For example, in the baby room, children learn to feed themselves from an early age. Staff encourage their independence and continually praise their achievements. Older children manage their individual toileting needs well. They wash their hands and blow their own noses.
- Children enjoy being together and staff encourage their cooperative play. For example, toddlers excitedly gather around the tray for sand play with their emergency toy vehicles. Children freely express their imagination. They are confident to imitate their favourite superheroes during role play.
- Staff get to know children well. Children with special educational needs and/or disabilities (SEND) receive good support and regular interventions. The nursery's special educational needs coordinator (SENCo) and staff members work well with external professionals. They act on the advice they provide. This helps children to meet their identified targets and make good progress.
- Staff provide a good range of activities which help children make progress in their learning and development. They help children build strength in their small hand muscles. Children determinedly roll out play dough and use cutters to make shapes.
- Older children have opportunities to learn to write their names in preparation for

school when they are developmentally ready. They enjoy planting herbs and observing how they smell, grow and change.

- Staff generally promote children's language and communication sufficiently. Staff working with older children provide ongoing commentary as children play. They ask children effective questions and encourage children to respond. Younger children learn to name different animals and their various noises confidently. However, the leaders' existing systems for coaching staff, are not fully effective. Not all staff working with babies are supported to make the best use of opportunities to promote their early speaking skills.
- Staff are good role models for children. They praise and encourage children's efforts during their interactions. Staff have high expectations for children's behaviour. Therefore, children follow instructions well. They are familiar with the routines. Older children confidently express their understanding of what happens next. Children are polite and respect their friends.
- Parents are very happy with the care and learning experiences on offer. They say their children are always happy to attend and have a good relationship with their key person. Parents are kept up to date with their children's progress. Nevertheless, staff do not consistently gather information from parents about children's ongoing interests at home, to support planning and promote their learning further.
- Staff are happy in their roles and know their responsibilities. They express that they feel extremely well supported by managers. Staff appreciate routine health and well-being meetings. This provides opportunities for them to discuss any personal issues they face.
- Leaders have effective risk assessment procedures in place. This has led to meticulous health and hygiene measures across the nursery. For example, staff consistently clean all areas of the nursery throughout the day. High standards of cleanliness are maintained when preparing food. Staff have attended comprehensive training programmes, including in food hygiene.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know the signs that suggest a child is at risk of harm or is suffering abuse. They know what they must do and to whom they must report their concerns. Staff know how to escalate their concerns if the leaders do not act on them. Leaders ensure that staff complete regular safeguarding refresher training. This ensures that there is a strong safeguarding culture across the nursery. Staff prioritise children's health and safety. They robustly check all areas of the nursery for any hazards or potential risks to children.

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

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

- strengthen existing coaching systems for staff, and in particular, those working with babies, so they make the best use of opportunities to promote their developing language
- enhance the two-way flow of communication between home and the nursery so that staff use children's emerging interests to inform planning.

## Setting details

<b>Unique reference number</b>	155098
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10283989
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	100
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0208 988 0818
<b>Date of previous inspection</b>	13 December 2017

## Information about this early years setting

Busy Bees Day Nursery at Leytonstone registered in 1998. It operates from purpose-built premises situated in the grounds of Whipps Cross University Hospital in Leytonstone, in the London Borough of Waltham Forest. The nursery is open each weekday from 6.45am until 7pm, for 52 weeks of the year. The nursery employs 32 members of staff. Of these, two hold qualified teacher status, 15 members of staff are unqualified and 14 hold qualifications at level 3. The manager holds a level 6 qualification. The nursery is in receipt of funding for the provision of free early education for children aged three and four years.

## Information about this inspection

### Inspectors

Olivia Awolola  
Siobhan O'Callaghan

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the 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 senior leaders and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors viewed the nursery and discussed the safety and suitability of the premises.
- Children told the inspectors about their friends and what they like to do when they are at nursery.
- Staff spoke to the inspectors during the inspection.
- The SENCo, who is also the deputy manager, spoke to the inspectors about how they support children with SEND.
- The inspectors carried out joint observations of daily routines and outdoor play with the nursery leaders.
- Parents shared their views of the nursery with the inspectors.
- The senior leaders showed the inspectors documentation to demonstrate the suitability of staff.
- The inspectors reviewed a range of relevant documentation, including risk-assessment procedures and healthy and safety records.

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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