

# Inspection of Busy Bees Day Nursery at Wandsworth

Dolphin House, Riverside West, Smugglers Way, Wandsworth, London SW18 1DE

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Inspection date: 21 November 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**

At this nursery, staff greet children with big smiles and cuddles. Their warm and affectionate nature helps children to settle in quickly. Children feel safe and secure. Staff set high expectations for all the children, including children who speak English as an additional language (EAL) and with additional learning needs. They encourage children to use words to express their likes and dislikes, which helps to develop their language skills effectively. Staff support children to be curious and independent learners. This enables children to explore their learning environments with confidence.

Staff spend their time playing with the children. They sit with the children and engage them in conversation, which contributes to children's happiness. Babies, in particular, enjoy the closeness of sharing a book with staff or singing nursery songs. They move their bodies to the music and shake musical instruments enthusiastically. Older children receive good levels of support as they stack up toy bricks to make a tower. Staff encourage children to use their counting skills during play, which promotes their mathematical skills well. Staff model positive behaviour. They give children plenty of praise and encouragement to boost their self-esteem. This motivates children to play and learn well.

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

- The manager, who is extremely dedicated to her role, has created an inclusive and welcoming environment. She has been most effective in establishing strong partnerships with parents. Parents praise the manager for making many positive changes since she took up the managerial role. They describe the manager and staff as 'considerate and compassionate' professionals. Parents feel listened to and included in their children's education. This shared approach promotes continuity in children's learning and care needs.
- Staff report that they receive plenty of support and guidance from the management team. This shows in their positive attitudes towards their work. They are very friendly, approachable and joyful about playing with the children. Through training, staff have enhanced their understanding of how to support children's behaviour more effectively. Children are calmer and concentrate better during play.
- Staff observe and monitor children's learning to help them to make strong progress from their starting points. They make use of the information gained to plan an ambitious and rich curriculum. However, during some activities, staff do not check what children already know about the subject matter being taught. This prevents staff from consolidating children's learning. The manager also acknowledges that the curriculum for outdoors is not planned and sequenced as well as possible. This means some children do not fully benefit from the learning

experiences available.

- Staff work hard to ensure that children with additional learning needs have the right support to help them succeed. The special educational needs coordinator (SENCo) works closely with parents and outside agencies to create an effective learning environment. Staff make use of their language skills to support children who speak EAL. They repeat words and encourage children to copy them, which in turn builds on their vocabulary.
- Staff provide children with a wealth of resources, which they store within low-level furniture. This enables babies to reach out for toys easily, such as sensory bottles. During play, they are fascinated to watch the colour patterns changing as they shake them vigorously. Older children show high levels of enjoyment as they explore water, pouring and emptying containers, which promotes their coordination skills.
- The manager recognises the impact the COVID-19 pandemic has had on children's social and emotional development. She encourages staff to be sensitive to any changes in children's behaviour and attitudes. This is particularly successful during times of change, such as when children transition from home to nursery or move within playrooms. Staff support children's emotional well-being effectively.
- The self-evaluation process is strong and ongoing. This enables the manager to gain an accurate view of the nursery's strengths and areas for development. For example, she monitors the daily routines to maximise the opportunities for children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that policies and procedures, including those for the safe recruitment of staff, are followed rigorously. She deploys staff well to help meet children's needs. Staff have regular discussions with the manager to help them understand their roles and responsibilities in safeguarding children. They know how to identify safeguarding concerns and how to escalate them. Staff carry out risk assessments daily to minimise potential hazards to children. For example, they look out for any sharp objects to help keep children safe.

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

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

- check consistently what children already know and can do to consolidate their knowledge and understanding further
- consider how the outdoor curriculum can be planned and sequenced more coherently to support children who prefer to play in the natural environment.

## Setting details

<b>Unique reference number</b>	EY290072
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10308160
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	118
<b>Number of children on roll</b>	86
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0208 8771135
<b>Date of previous inspection</b>	27 March 2018

## Information about this early years setting

Busy Bees Day Nursery at Wandsworth registered in 2004. The nursery employs 30 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, including one with qualified teacher status and 12 with qualifications at level 2 or level 5. The nursery opens from Monday to Friday, all year round, from 7.30am to 6.30pm, except public holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marisol Hernandez-Garn

## 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 manager and has taken that into account in their evaluation of the provider.
- The manager showed the inspector around the nursery and explained how they implement their early years curriculum. She carried out two joint observations with the inspector. Together, they evaluated the impact of these activities on children's learning and development.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents spoke with the inspector to share their views on the quality of the provision. Some parents left written feedback for the inspector to read, which was also taken into account.
- The inspector spoke with the SENCo about how they support children with special educational needs and/or disabilities. She also spoke with other staff members and children at appropriate times during the inspection.
- The inspector held meetings with the manager and senior leaders. She discussed leadership and management matters with them.

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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