

Inspection of Queen Bee Nursery

37 Queensbury Station Parade, Edgware HA8 5NN

Inspection date: 28 November 2023

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| 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 are warmly welcomed into the setting. Staff respond warmly to the needs of babies and children, providing cuddles and reassurance when children are upset, for example. Children have access to a challenging and interesting curriculum that encourages them to explore different parts of the world, build their confidence and learn life skills. For example, children learn about the continent of Antarctica and the animals that live there. They name these animals and the noises they make.

Staff provide opportunities for children to explore early mathematical concepts. For example, children play a number-matching game using coloured card. Children have to find the right number and match it to one on the mat. Staff encourage children to do this independently. Children use their fingers and count out loud to further consolidate this understanding.

Children are polite and kind to each other. They behave very well and understand what is expected of them at all times. For example, children are reminded of following the 'golden rules'. Staff sensitively guide and support the children within the setting.

Children have access to an exciting outdoor space. There is a range of climbing equipment, bikes and cars. Children are encouraged to go outside in all weathers. Children participate in yoga, football and a range of other physical activities. They are motivated to be physical and active in their play.

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

- Leaders work hard to build positive relationships with parents. Parents speak favourably about the staff and the bonds they have formed with their children. There is a conscious effort to invite parents to be part of the 'nursery family'. For example, the nursery invites parents to a prom that celebrates all the children's achievements at the end of the year. Parents comment that communication is excellent and that their children have made rapid progress during their time at the nursery. The settling-in process is rigorous and tailored to the needs of each individual child.
- The leadership team is highly reflective about the nursery. Leaders understand the importance of developing different areas of the nursery to support the learning of the children. For example, staff supervisions highlight areas of training that could further strengthen and develop staff practice.
- Children who speak English as an additional language are well supported by staff, who are strong models of spoken English. Leaders are proactive in learning new words in children's home languages and use this as a way to help them to settle quickly, which promotes an inclusive environment for all the children.

There is a large range of resources, signs and books to support this even further.

- Staff support children to develop good hygiene routines. Children are encouraged to wash their hands before meals and tidy their toys away when finished. Children's independence skills increase further as they move through the nursery. For example, they become more independent in their self-care, such as in toileting or blowing their own noses.
- Staff's interactions with children are consistently warm and supportive. Staff know their key children well and can talk about their progress and next steps in detail. Key workers plan focused activities with set goals for their children. These are well planned and thoughtful. For example, a member of staff reads a book about a pig. There is a small-world farm alongside this that further enhances children's learning. Children are encouraged to count, make the animal noises and listen to the sounds the different material make, such as 'crunching' and 'cracking'. Children are highly engaged and stay focused for extended periods of time.
- Leaders prioritise staff's well-being. They have a range of resources available to access if needed. The management team operates an open-door policy, which helps to build a strong team.
- Children with special educational needs and/or disabilities (SEND) are included in all activities and make good progress from their starting points. The management team is very knowledgeable and provides good support to the staff team.
- Mealtimes are social occasions. Children are engaged in conversation by the staff. However, on occasion, children are kept sitting for extended periods of time while waiting for their snack or meal. This can result in some disruptive behaviour. For example, children constantly try to get up and down from their chair while seated.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have secure recruitment and vetting procedures to ensure the continued suitability of staff. Staff regularly update their mandatory training. Daily risk assessments are conducted to minimise risks to the children and to keep everyone within the nursery safe. The building is safe and secure. Staff understand how to keep the children safe in the setting and how to report and record any concerns that they may have. There is a strong focus on keeping children safe. Leaders regularly check staff's understanding of different safeguarding practices, such as their understanding of the potential signs and symptoms of abuse.

What does the setting need to do to improve?

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

- reorganise the daily routines to reduce the time children are kept waiting during snack and mealtimes.

Setting details

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| Unique reference number | EY497917 |
| Local authority | Brent |
| Inspection number | 10308593 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 47 |
| Number of children on roll | 47 |
| Name of registered person | Queenbee Nursery Limited |
| Registered person unique reference number | RP907585 |
| Telephone number | 02083813444 02038313555 |
| Date of previous inspection | 12 March 2018 |

Information about this early years setting

Queen Bee Nursery registered in 2016. The nursery is situated in Edgware, in the London Borough of Brent. The nursery employs 17 members of staff. Of these, 13 hold appropriate early years qualifications at level 2 to level 5. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sai Arunn

Inspection activities

- This was the first routine inspection the nursery 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 spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of staff suitability.
- Parents shared their views with the inspector.
- The manager and the inspector conducted a learning walk.

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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