

# Busy Bees Aspsley

Two Waters Methodist Church, Mill Street, HEMEL HEMPSTEAD, Hertfordshire, HP3 9RZ



<b>Inspection date</b>	20 June 2017
Previous inspection date	10 January 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching varies too much. Because of this children are not always encouraged to learn and make the best possible progress in their learning and development
- The deployment of staff does not consistently support continuity in the children's care and development.
- Recently introduced supervision procedures to monitor staff practice are not fully effective. Procedures need time to embed in order to have a greater impact on improving the quality of teaching.

### It has the following strengths

- Management has worked hard to address the weaknesses identified at the last inspection. For example, ratios are now met and staff demonstrate a sound understanding of safeguarding issues. This helps them to protect the children in their care.
- Children have opportunities to play outside in the fresh air and enjoy balanced, nutritious meals. Any dietary requirements are carefully catered for.
- Staff develop appropriate partnerships with parents and are friendly and nurturing towards the children's needs. Parents are complimentary about the provision. They comment positively on improvements made since the last inspection.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ improve the quality of teaching to ensure all children are consistently engaged in challenging, purposeful play	31/07/2017
■ implement effective staff deployment to ensure continuity in the children's care and learning.	30/06/2017

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

- strengthen performance management arrangements to ensure all staff are thoroughly supported in delivering high quality teaching practice.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the childcare and curriculum advisor and the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspectors

Ann Austen / Elke Rockey

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Management is working hard to make improvements across the nursery. This includes reviewing their practice and focussing clearly on what needs to be done to make the nursery better for the children who attend. The majority of staff hold appropriate qualifications. They have regular supervision meetings and ongoing training and support. However, at the time of the inspection these arrangements are not having a significant impact on improving the quality of teaching. The arrangements for safeguarding are effective. The manager implements effective staff recruitment and induction procedures. All staff are checked to ensure they are suitable for their roles. Managers and staff understand how to recognise and report child protection concerns. Risk assessment is used to minimize potential hazards. For example, access to the nursery and rooms within the building have been improved to increase security.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching varies across the nursery. Staff working with the younger children, sometimes, miss opportunities to extend their learning as they play. Furthermore, staff do not always provide appropriate activities which support children's development needs. Staff in the pre-school room encourage children to take part in craft activities. They access materials and use tools, such as scissors with growing precision. Older children use construction materials to build enclosures for the animals. They concentrate and share ideas. Babies use their hands and feet to splash water and explore paint. Staff support children to develop their communication skills. Procedures to observe, assess and monitor children's progress are continuing to developed.

### **Personal development, behaviour and welfare require improvement**

Management and staff are working hard to create an appropriate environment for the children. However, the deployment of staff is not consistent. Staff, sometimes, move between rooms and lack motivation. As a result, they do not, always, know the children well and are unsure of their role and expectations within the room. Staff seek appropriate information from parents about each child's needs and stage of development when they start at the nursery. The key person system is continuing to embed across the nursery. Revised behaviour management strategies are now in place. Staff are supporting children to manage their own feelings, to share and take turns.

### **Outcomes for children require improvement**

Children, including children who speak English as a second language and children with special educational needs and/or disabilities make steady progress in their learning. However, younger children do not always make the best possible progress. Older children show an enthusiastic approach to their learning in readiness for school. They access activities and manage their self-care needs. Older children count with growing confidence. They are learning to listen, answer questions and start conversations.

## Setting details

<b>Unique reference number</b>	EY364529
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1100763
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	88
<b>Number of children on roll</b>	109
<b>Name of registered person</b>	Positive Steps Childrens Day Nursery Limited
<b>Registered person unique reference number</b>	RP911260
<b>Date of previous inspection</b>	10 January 2017
<b>Telephone number</b>	01442266119

Busy Bees Apsley was re-registered in 2017. The nursery employs 20 members of childcare staff. Of these, 13 members of staff hold appropriate early years qualifications at level 2 and 3, including 2 with early years teacher status. The nursery opens from 7.30am to 6.15pm all year round, Monday to Friday, except for bank holidays. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs and/or disabilities.

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