

Busy Bees Aspsley

Two Waters Methodist Church, Mill Street, Hemel Hempstead, Hertfordshire, HP3 9RZ



Inspection date 18 April 2018
Previous inspection date 20 June 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers have made significant improvements to the quality of the provision. They have supported staff to build on their teaching skills. Managers have worked hard to build a strong senior team that is keen to do the best for children and their families.
- Children have good opportunities to work together. They cooperate and help each other to solve the problems they encounter in their play. Babies enjoy exploring their environment, through a wealth of sensory experiences.
- Older children recognise logos and letters in print. Staff help children to build on their literacy skills and to use these skills in their play and activities.
- Staff use their knowledge of how children learn and what interests them to plan and deliver stimulating activities. This helps all children achieve their next steps in learning effectively.
- Many parents speak highly of the nursery. In particular, parents and carers state that they are extremely well supported by very understanding staff.
- Children make good progress. The careful tracking of children's development shows that more children are achieving at, or above, the expected levels for their age.

It is not yet outstanding because:

- Relationships with other early years settings children attend are not fully established.
- A small number of parents are not fully informed about their children's learning and how they can contribute to children's progress with learning at home.

What the setting needs to do to improve further

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

- build on the relationships with other early years settings that children attend to ensure continuity of learning and care
- explore further ways to engage parents in sharing details about children's learning and how they can support this further with learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed two joint observations with the covering nursery manager.
- The inspector held short meetings with the covering nursery manager throughout the day. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure knowledge of the possible signs of abuse and a clear understanding of the action to take when concerns arise. Staff training and development have had a positive impact on improving the overall quality of the provision. Staff speak positively about their training and the support from senior staff in helping them to become more effective in their roles. The staff have strong relationships with other professionals, particularly those with responsibility for inclusion, special educational needs support and safeguarding. Managers use supervisory meetings effectively to help staff identify aspects of their practice in which they excel and areas where more could be done to improve. Evaluation and action planning are effective and include staff, children and parents.

Quality of teaching, learning and assessment is good

Staff know the children well and offer a wide range of experiences to support learning. Staff participate effectively in children's play and make the most of opportunities to extend thinking. For example, staff encourage children to consider the characteristics of the animals. Children use what they know to sort the animals by the speed at which they move. During planned adult-led activities, children have further opportunities to show what they know and what they are learning. They enthusiastically participate in making dough, measuring and combining the ingredients successfully. Children experiment with water, adding it to soil as they play in the mud kitchen. They show their creativity as they describe what they are making to the staff. Babies delight in the freedom they have to move and explore. The warm and sensitive interaction with their key person helps to promote babies' development. Staff regularly observe children and assess their progress.

Personal development, behaviour and welfare are good

Relationships between children and their key person and other adults are very strong. Staff show a high level of care and concern for the well-being of the children. Behaviour is good. Staff are effective role models, helping children to get along with each other and to appreciate individual differences. Changes to the organisation of healthy meal and snack times provide children with more opportunities to be independent. Toddlers and pre-school children help themselves to drinks, successfully filling cups with water from jugs and drinking stations. Staff make sure babies and children have time playing in the fresh air. Everyone follows the agreed hygiene procedures. Children learn about the importance of handwashing in helping them to keep healthy and well.

Outcomes for children are good

Children acquire confidence quickly. They gain important skills that help them to be independent and to prepare for the next stage of their learning. Children eagerly participate in storytelling activities, showing their good speaking and listening skills. They makes marks for a purpose and develop their emerging early writing skills. Children benefit from the targeted support that helps them to close gaps in their learning.

Setting details

Unique reference number	EY364529
Local authority	Hertfordshire
Inspection number	1110231
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	88
Number of children on roll	85
Name of registered person	Positive Steps Childrens Day Nursery Limited
Registered person unique reference number	RP911260
Date of previous inspection	20 June 2017
Telephone number	01442266119

Busy Bees Apsley registered in 2017. The nursery employs 18 members of childcare staff. Of these, 10 members of staff hold appropriate early years qualifications at level 2 or 3, including one 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.

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