

Inspection of Busy Bees At Haling Park

66 Haling Park Road, South Croydon CR2 6NF

Inspection date:

12 September 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children benefit from several improvements made since the last inspection. Staff are more consistently available to meet the care needs of children effectively. For example, a 'buddy' works alongside each key person. This provides more emotional stability for children, who respond well to the warm attention of nursery staff. Some children adapt to nursery routines and settle very quickly.

Children enjoy using the newly developed sensory room, including those with identified special educational needs and/or disabilities (SEND). Additional funding has been used effectively to develop learning opportunities, indoors and outdoors. Staff support older children to develop their imaginations. Children playfully adopt the role of 'teachers' and give instructions. Staff help children to build mathematical awareness as they play outdoors. Children gain confidence in their abilities as they compare and match items and count how many there are. Staff encourage good manners and positive social skills. Staff implement procedures to minimise the risk of children's dietary requirements not being met. Children play together well and show that they consider the needs of others. For example, most-able children wait and give less confident friends a turn.

At times, staff do not consider the individual development and care needs of children during routines and activities well enough. Although this limits the progress that some children make, all children learn the basic skills that they need for their next stages in learning and moves to school.

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

- Leaders are committed to improving the effectiveness of the nursery. For example, the sensory room helps staff to better support children who find it hard to focus and pay attention. Additional funding has been used effectively to provide resources that help to engage children in learning, including outdoors. This contributes to more positive outcomes for most children.
- Leaders have reviewed the security of the building. Staff implement procedures that help to keep children safe. They complete regular headcounts at safety 'hotspots' around the nursery and maintain accurate records of children's attendance. Additional identity checks have been implemented for those who don't pick up children from the nursery on a regular basis.
- Leaders are working towards building a more stable staff team. Allocated key persons for children have a 'buddy' to support them in the event of absences. This provides more consistency and emotional stability for children. Staff have improved their communication with parents, including during handovers. They use technology and other agreed methods to share information about children's experiences.

- Leaders provide support and supervision for staff. However, they do not check that staff implement procedures consistently. For example, personal care areas for toddlers are not well maintained, and staff are observed to serve food to babies with their bare hands before remembering to put gloves on. In addition, the nursery's procedure for recording complaints is not robustly followed.
- Leaders and staff monitor the learning of children with SEND and review their progress, with the involvement of parents. Staff are knowledgeable about local referral pathways and know when to access more specialist advice and support. Although staff do not consistently use agreed teaching methods, such as visual aids and timetables, children make steady progress in their learning.
- Staff understand how to plan sequenced learning opportunities for children. However, they do not consider the development needs of some children during activities or routines. For example, during transitions between the indoor and outdoor environments, some children become scared and upset. Staff have not considered how to plan activities that help children to learn and practise how to safely use the stairs.
- Children behave well and generally understand the expectations of staff. They listen to and follow instructions. Staff provide opportunities for children to name their emotions and express how they feel. Children quickly adjust to nursery routines, such as handing over dummies when they arrive. This also helps the youngest children to develop and use their mouth muscles before going on to make more complex speech sounds.
- Parents have noticed the improvements made, including a more regular team of staff. Some parents say they now receive prompt responses and have increased levels of trust in those caring for their children. The languages and backgrounds of the children and families who use the nursery are not yet fully considered by staff.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
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provide appropriate teaching support for staff so that they provide an effective and challenging curriculum that meets the development needs of all children and reflects their languages and backgrounds	24/10/2025
monitor staff's understanding of policies and procedures and ensure that children's health and hygiene needs are consistently promoted.	24/10/2025

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

- continue to develop stronger partnerships with parents and other professionals to support a shared approach to children's care and learning.

Setting details

Unique reference number	EY537527
Local authority	Croydon
Inspection number	10401875
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	0 to 5
Total number of places	66
Number of children on roll	125
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0208 688 0270
Date of previous inspection	21 March 2025

Information about this early years setting

Busy Bees At Haling Park registered in 2016. It is located in South Croydon, in the London Borough of Croydon. The nursery is open each weekday, from 7.30am to 6.30pm, all year round. There are 25 members of childcare staff. Of these, 12 staff members hold suitable early years qualifications from level 2 to level 5. One member of staff is a qualified teacher. The nursery provides government-funded childcare.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and senior leaders about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact of this on the children's learning.
- The inspector observed the interactions between staff and the children.
- The manager and the inspector carried out a joint observation of a small-group activity.
- The inspector spoke to parents during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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