

Busy Bees Day Nursery at Peterborough

Hampton Hargate Primary School, Hargate Way, Hampton Hargate, Peterborough, Cambridgeshire, PE7 8BZ

Inspection date	03/03/2014
Previous inspection date	12/07/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Despite the comprehensive policies and procedures in place to safeguard children, practice within the nursery does not ensure that children are protected from risk of harm.
- Teaching skills are variable. Not all practitioners have the knowledge and understanding to cater for children's emerging needs, which compromises their progress.
- Children's behaviour is not managed effectively in some parts of the nursery. This means children do not learn tolerance or feel secure within expected boundaries.
- The unprecedented turnover of staff and frequency with which they are moved around means children experience an inconsistent approach. Some key persons also have a poor understanding of their role, which limits the support they offer children.
- Leadership and management of the nursery is inadequate. Monitoring of staff does not focus clearly on teaching, or offer staff the direction and support they need to successfully promote children's learning.

It has the following strengths

- The documentation supporting the operation of the nursery and services available through the parent company are extensive, providing a strong foundation on which to rebuild practice.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in each of the rooms in use and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and an area manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Deborah Hunt

Full report

Information about the setting

Busy Bees Day Nursery at Peterborough is one of a large group of nurseries owned by Busy Bees PLC. It was registered in 2002 on the Early Years Register and operates from purpose-built premises in Hampton, Peterborough. Group rooms are located across two floors. A lift provides access to the first floor. There are two enclosed outdoor play areas. The nursery is open each weekday from 7am to 7pm, all year round, with the exception of public holidays. Children attend for a variety of sessions. There are currently 156 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 29 staff who work directly with the children. Of these, the manager has a degree, 21 members of staff have qualifications at level 3 and above and one holds level 2. The nursery also employs a chef, an assistant chef and an administrator. It is a member of the National Day Nursery Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the nursery safeguarding policy and procedure are acted upon, in the event of an allegation made against a member of staff, in line with the relevant Local Safeguarding Children Board guidance
- ensure that all practitioners have the necessary skills, knowledge and understanding to successfully manage children's adverse behaviour and support their developing awareness and self-control
- ensure that all practitioners have the appropriate qualifications, training, skills, knowledge and understanding to successfully promote children's learning through skilful teaching; understand how to offer challenge through age-appropriate, stimulating activities and experiences, and offer learning which meets children's individual needs and interests
- ensure that all practitioners understand their role and responsibilities as children's key persons and that they work closely with parents and know children well enough, to ensure children's learning and care is tailored to their individual needs
- ensure that the training and development needs of practitioners are regularly and rigorously assessed to ensure children receive a quality learning experience that continually improves
- ensure that the daily experience for all children and the overall quality of the nursery improve by; developing strong, effective leadership and management; offering a system of supervision and appraisal which fosters a culture of mutual support, ongoing training and continuous improvement; taking a proactive stance with regard to safeguarding, health and safety within the nursery.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Teaching skills throughout the nursery are inconsistent and not all practitioners support children to make effective progress in their learning. Although practitioners generally interact with children in a friendly fashion, many are not mindful of ways in which they can promote their learning. They do not effectively extend children's learning through the use of well-targeted next steps because they do not have the required knowledge or understanding to enable them to do so. Consequently, although children make progress, this is in spite of, rather than because of the effectiveness of teaching and learning provided by most practitioners. Those practitioners who do have a good understanding of

how children learn best are so scattered throughout the building that this also limits the provision of activities which meet children's individual learning needs. Parents are suitably involved in their children's learning through the individual learning journals and daily diaries completed. They have regular opportunities to contribute to their children's assessments, including the progress check at age two. Children with special educational needs and/or disabilities receive good support through strong partnership working with other professionals, parents and agencies. Practitioners support a number of children who speak English as an additional language, although a majority are bilingual. Different festivals are studied and parents come in to read with children in their first languages. This helps children learn about each other and develop a respect for differences and similarities. However, key person arrangements need strengthening. Not all practitioners understand the need to secure comprehensive information about each child in order to offer them the individualised support they need.

Baby room practitioners work hard to sensitively nurture and support their young charges. Babies explore the carefully considered, enabling environment and squeal with delight at new experiences they encounter. For example, they use the black and white area, testing metal spoons with their mouths and feeling the textures of different materials. They crawl through the tunnel into the peaceful, calming pink area where they enjoy cuddles and are rocked to sleep as practitioners talk quietly to them. A practitioner supports their early language development as they move coloured balls round with their hands, watching the patterns they create. She tells them colour names, repeating single words, such as 'ball', and reassures babies they can share as there are plenty of balls there to use. However, this good practice is not replicated in the pre-toddler room. Young toddlers explore the outdoor area as they relish the rare sunshine and blue sky. A child who is just learning to speak points to an aeroplane they have just seen, saying 'plane' excitedly. They look to the practitioner standing beside them, who ignores them. Other children spot a bird who has landed on the roof and the practitioner merely repeats 'yes, a bird' without offering any associated language or encouraging their developing understanding. Some children do enjoy time spent on the floor inside with a practitioner, who offers them quiet, gentle interaction as they read a first book together and play with a range of age-appropriate toys. Older toddlers play in a carefully considered, stimulating and child-centred environment. The foundations for successful learning are in place in this room, as resourcing is good and children are offered activities, such as yoga, wake and shake and music sessions. Continuous provision supports children to develop their play and they are busy and active. However, the quality of practitioner interaction within the room is variable. For example, a yoga session offered is disorganised and ill-planned. Children are not given clear instructions as they prepare to join the session and the narrative delivered during the activity is quiet and not very clear. The practitioner does not wait until all children are ready before beginning and children find it difficult to follow the moves. This is because they cannot easily see the positions the practitioner is performing because of the way she and they are facing. They lose interest, mess about and begin to leave the activity. It takes another practitioner to re-engage them. However, other activities are more successfully delivered, such as a simple activity involving wet sand in a tray. This occupies children and a practitioner for some time, as the practitioner skilfully weaves different areas of learning into their play. She is playful, interactive and supportive of the children as they explore weight, texture, develop socially through turn taking and practise new skills. Their language develops well as she links new words with their play, such as

'heavy' and 'heavier' when a child compares the weight of a bucket, and a bowl, of sand.

Pre-school children explore science as they freeze paint and water together in trays. However, the value of any learning is lost as the practitioner fails to help them understand the reaction taking place as the paint and water melt. Little language is used to describe the physical changes that happen when water becomes ice, or what it looks or feels like. Children play happily together in the peat, searching for their 'dinosaur bones', and enjoy happy interaction with a practitioner who joins them. They are clearly pleased to see this practitioner and chatter about their play as they scoop the peat out of their way, searching for hidden objects. They learn dinosaur names, different parts of the body and what the dinosaurs may have eaten as they dig; their high levels of motivation and engagement show they are enjoying the activity. All children respond to the tambourine, become quiet and listen to a practitioner who tells them they have 'something very special' for them today. They hear that one of their friends has prepared a presentation on 'space'. Children all go and sit in the other part of the room and the child stands in front of them with a practitioner. Sadly, given the immense amount of work done by the child and parent over the weekend, the activity is poorly delivered. Children do not concentrate well as they cannot hear or see properly, the practitioner does not act inclusively to engage them and nor do other practitioners. Consequently, only a few children, sitting immediately in front of the child, can hear and join in. The activity would have been better suited to a small group discussion whereas it was actually used to enable other practitioners to ready the room for lunch. This is too frequent a feature of nursery practice and is carried out at the expense of letting children follow their interests and engage deeply in their play and learning. In summary, teaching overall is inadequate. It does not support all children to make the required progress to prepare them in readiness for the next stage in their learning, including school.

The contribution of the early years provision to the well-being of children

Children are not all settled or secure. Younger toddlers, particularly, are tearful and wander about unhappily on entry to the nursery, without receiving any comfort or support from practitioners. This is because a large number arrive within a short space of time and staffing is insufficient to meet their individual needs. As a result, their emotional well-being is not fostered effectively and they do not engage easily in any of the activities on offer. The recent high turnover of practitioners in the nursery means many children have experienced inconsistency in who their key person is. This adds to their feelings of insecurity. Additionally, practitioners are frequently moved around the nursery, adding to the general sense of confusion for children, parents and practitioners. The manager recognises that this is an issue and a key buddy system has been introduced, in a bid to offer children greater continuity in the future. Introductory arrangements for new children are decided in partnership with their parents so that each child settles at their own pace. Parents complete a comprehensive 'all about me' form with their key person before children start. This enables practitioners to help children settle by applying routines from home as far as possible, and ensures a smooth transition into the nursery. The same attention is paid to moves between rooms, and key persons accompany children on initial visits. However, practitioners in the younger toddler room show unrealistic expectations of babies as they transfer into their room, expecting too much of them too soon. For

example, babies move into this room as soon as they can walk. Some practitioners expect them to help tidy up straight away, without any supporting explanation or role modelling. As babies come from the warm, nurturing baby room into this environment, this lack of understanding means they feel bewildered and alone. Some children learn appropriate behaviour because some practitioners offer appropriate explanations, for example, they remind children about others when sharing resources. However, behaviour management, especially for older children, is not effective. Challenging behaviour is not satisfactorily addressed and children behave unkindly towards one another, without either being noticed or the matter being sensitively handled.

As children grow, practitioners encourage their developing independence. They learn to prepare themselves for outdoor play and help to wash up after a creative activity. Activities of this kind prepare them in readiness for the next stage in their learning. The nursery environment is well organised to support children's independent choices. The provider invests heavily in each nursery and all areas have a suitable range of good quality, accessible, age-appropriate toys and equipment. Displays in the rooms promote children's self-esteem, with a good range of artwork, early writing and photographs. Children learn standard hygiene routines as they wash their hands after outdoor play and before they eat. They learn how to keep themselves safe, as young children explore climbing on low seating and all children join in the regular evacuation practises. They recognise the visual and auditory alarm and know where their place of safety is.

Children benefit from daily use of the recently refurbished outdoor areas, including new all-weather surfaces which offer them more frequent opportunities to take their play outside. Practitioners support children's understanding of the world. For instance, they take children on nature and sensory walks in the local area and visit the local shop where they pay for and buy different cookery items. Younger children have a secure, safer area close to their base rooms, facilitating free play. They enjoy active exercise as they negotiate the miniature obstacle course and develop their management of risk as they wobble their way across the balance beams. Although older children enjoy outdoor experiences every day, they do not have free access and are therefore unable to make their own decisions about outdoor play. On occasion, their time outdoors is quite limited due to other routines and activities, and this does not fully support their outdoor learning. The nursery is aware of this and is actively seeking a solution. Healthy, nutritious meals and snacks are freshly prepared each day by the nursery cook. The nursery chain has consulted with specialist nutritionists and renowned chefs to reduce the salt, sugar and fats in foods children eat. The nursery chefs take into account children's individual dietary needs and reflect their diverse backgrounds in the meals they prepare. Mealtimes are social occasions and children develop good habits and enjoy what they eat. The nursery cooks spend time with children, enjoying simple cookery activities with them to support their understanding of where food comes from.

The effectiveness of the leadership and management of the early years provision

This inspection was carried out following concerns being raised about the nursery safeguarding policy, procedures and practice, behaviour management, staff suitability,

concerns about staff conduct, the provision of hot water in the nursery, staff illness and how parents are notified of illness in the building. At the inspection the provider demonstrated that a rigorous safeguarding policy and procedures are in place, including whistleblowing procedures. However, these are not being followed correctly to protect children from risk of harm. Behaviour management within the nursery is variable and, for all but babies and older toddlers, is inadequate. Staff supervisions and appraisals are carried out, but do not lead to a culture of mutual support, teamwork or continuous improvement. Staff conduct was discussed and this led to a referral being made to the local authority designated officer. The nursery has been without an operational boiler for over a month and has been using mobile water supply units. These provide tepid water in each of the rooms. There has also been infectious illness within the staff team, with varying accounts given about whether and how parents have been informed on each occasion. These significant weaknesses in practice are breaches in the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result of the issues found, a number of actions were raised.

The nursery senior management team do not have a secure understanding of safeguarding procedures. The manager is the designated person for child protection and states that new practitioners undergo specific training within their induction period. New staff spoken to say this does not happen and they are just asked to read the policy and sign when they have done so. Additionally, although safeguarding is revisited at team meetings, the last two meetings have been cancelled. The manager also states that safeguarding forms a part of every supervision meeting, although practitioners state that in reality, this is not the case. These shortcomings have resulted in the nursery not taking the correct action to safeguard children in their care. Consequently, practice does not ensure that children are kept safe in the event of child protection concerns. All practitioners undergo the appropriate checks, including those by the Disclosure and Barring Service, before they take up their posts. Practitioners carry out daily risk assessments and checks of the premises and equipment, to ensure children play safely. The nursery has recently experienced an unprecedented level of staff turnover. This has led to difficulty managing the successful operation of the nursery. Staff deployment is frequently changed and this does not enable children to settle and build warm relationships with their key people. The manager's monitoring of the quality of teaching is inadequate. Team meetings, room meetings and individual supervision meetings generally take place regularly. However, they have not resulted in high quality teaching or a culture of continuous improvement or mutual support. The manager does not accurately identify training needs and practitioners report feeling let down and disillusioned with his management style. This has resulted in low morale amongst the staff team, who feel not listened to and unappreciated. Training undertaken since the last inspection has been largely limited to required training and is not accurately targeted to meet the needs of the nursery or of individual practitioners. As a direct result, practitioner skills are variable and not all teaching, or all aspects of teaching, are good. This adversely affects children's progress towards the early learning goals. The aspirational self-evaluation shows the manager has a poor understanding of the effectiveness of current practice. There are comprehensive improvement and action plans in place, but work carried out since the last inspection has not brought about positive change. This has a negative effect on children's well-being, learning and development.

Parents speak well of the setting and say the nursery practitioners are friendly and welcoming. However, one comments that they use the nursery 'because it is convenient', saying they know it is 'not outstanding'. Another comments that practitioner verbal feedback is variable in content. Some offer information about children's care and learning and others about children's care only. Younger children have daily written diaries which offer parents a clear understanding of their children's well-being. The nursery offers bi-annual parent consultation evenings, when parents can discuss their child's progress with their key person. There are well-established links with other providers and local schools. Practitioners prepare summaries of children's learning and teachers visit in the summer term, which helps children prepare for the move to school. Few children share care with other early years providers, but practitioners make contact to gather and share information about children's learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY221690
Local authority	Peterborough
Inspection number	957071
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	104
Number of children on roll	156
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	12/07/2013
Telephone number	01733 566321

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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