

Busy Bees Day Nursery at Cheam

261 Malden Road, Cheam, Sutton, Surrey, SM3 8ET

Inspection date	09/04/2014
Previous inspection date	02/07/2012

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		3
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

- The manager has not shared relevant information about children's needs with those individuals caring for the children. Therefore, children's individual needs are not effectively met.
- Safeguarding procedures are not consistently followed by the manager in respect of those authorised to collect children. This compromises children's safety and welfare.
- Parents' and/or carers' complaints are not always responded to within required timeframes.
- There are some inconsistencies in the quality of teaching. This means that not all staff fully support babies' and toddlers' communication and language development.
- Self-evaluation processes do not effectively identify key weaknesses.

It has the following strengths

- The staff have formed secure relationships with their key children. Children receive praise for their efforts and achievements, which supports their self-esteem and confidence.
- Children behave well and learn to share and play co-operatively.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to parents to gain their views and opinions.
- A joint observation was carried out with the deputy manager.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector spoke with children, the senior management team and staff at appropriate times throughout the day.
- The inspector observed staff engaging with children at play.

Inspector

Victoria Vasiliadis

Full report

Information about the setting

Busy Bees Day Nursery registered in 2002 and operates from a purpose-built, two-storey building in Cheam in the London Borough of Sutton. Children have access to two enclosed outdoor play areas. The nursery is open each weekday from 7.30am to 6pm all year.

The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are currently 138 children on roll, all of whom are in the early years age group.

The nursery receives funding for free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities, and also children who speak English as an additional language.

There are 31 members of staff who work directly with the children, of whom 15 have level three qualifications and four staff who hold early years degrees.

What the setting needs to do to improve further

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

- ensure that those involved in the care of the children are alert to any issues for concern in the child's life at home or elsewhere and ensure that the safeguarding policy and procedures are implemented effectively, to safeguard children
- ensure that children are only released into the care of authorised individuals
- ensure relevant information is shared with parents and carers and other professionals working with the child, as appropriate, to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met
- ensure that complainants are notified of the outcome of any investigation within 28 days of having received the complaint
- ensure the systems used to foster continuous improvement are robust and make sure that self-evaluation identifies and addresses key weaknesses
- improve the delivery of the education programme by developing consistency in the quality of teaching to further improve children's communication and language skills

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

The nursery provides children with some good quality activities and opportunities to make progress towards the early learning goals. However, the quality of teaching is variable. For example, some staff, particularly those caring for babies and younger children, do not fully support their communication and language development. This is because staff do not consistently provide opportunities to engage in 'conversations' with children about what they see, hear, think or feel. Staff engage older children in conversations about how they can make their paper aeroplanes go further in flight. This helps to encourage children to think critically as they experiment with different shapes and designs. Children take great delight in seeing whose aeroplane can fly the furthest. Many of the older children are confident talkers and are keen to engage in conversations with adults, their friends and visitors to the nursery. Children happily sit next to visitors and proceed to tell them about new baby brothers or sisters and how their names are spelt. Staff encourage children to show an interest in books and they enjoy listening to stories in small groups. Staff sit with children and encourage them to look at the pictures and talk about what they see. This helps children to begin to develop an interest in early reading and to link words and the

things that they represent.

Staff provide regular opportunities for outdoor play and children thoroughly enjoy playing in the garden. They make large movements with their hands while playing with the water and watch as the water splashes everywhere. Staff provide opportunities for older children to develop an understanding of nature. For example, children watch excitedly as incubated eggs hatch and reveal small newly-born chicks. Staff extend children's learning further and encourage children to draw pictures and talk about what they see and hear. Children develop an understanding of mathematics as they explore shapes when constructing large bricks outdoors. Staff further promote children's learning as they encourage children to use mathematical language to talk about 'big' and 'little' and to compare sizes.

Staff maintain appropriate systems to observe and assess children's progress. This helps to prepare children for their next stage of learning or for their move to school. There are suitable systems in place to help staff to identify children's starting points. For example, parents provide information about their child's care needs and learning upon entry into the nursery. This helps the staff to plan for the children's interests and individual needs. Consequently, children make suitable progress in relation to their starting points.

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

Children's well-being is compromised by the weakness in leadership and management regarding safeguarding. Nonetheless, children are happy and relaxed at the nursery. They have positive relationships with staff and the other children which fosters a feeling of well-being. The key person system works well and children bond with their key person, who is aware of their care and general learning needs. Children with additional needs or who have English as a second language are supported appropriately. Staff find out some words in different languages and children respond positively with smiles when staff use words they recognise. Staff manage children's behaviour appropriately and respond to children's requests for hugs, and children all of ages are warmly greeted on arrival. Staff get down to children's physical level and talk to them in a calm manner. Additionally, they remind children to use words to try and resolve minor conflicts. Staff offer children lots of praise for their efforts and achievements. This helps to promote children's confidence and build on their self-esteem.

Children begin to learn about their own safety. For example, staff remind children not to stand in front of the slide when their friends are coming down it. Children learn about personal hygiene procedures through sensitive reminders from staff. For example, staff remind children to wash their hands before eating. They also talk to children about the need to clean tables for snacks. During the day, staff provide labelled bottles of drinking water which children can access at any time. Children enjoy the healthy meals provided by the nursery which take account of their dietary requirements and allergies. Babies are able to eat and sleep in comfort because the nursery provides appropriate equipment and furniture. Staff change babies' and young children's nappies regularly to ensure their comfort. After lunch, some children have a sleep so that they are re-energised for the afternoon's activities. Children's independence is encouraged when they choose what

activities they would like to participate in. Children have a range of activities in the garden which promote their health and physical development. They learn to safely manoeuvre wheeled toys competently around obstacles and their friends.

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

Leadership and management of the nursery are ineffective. This is because the management team do not consistently fulfil their responsibilities in meeting the safeguarding and welfare requirements as set out in the Statutory Framework for the Early Years Foundation Stage. The manager has not understood her roles and responsibilities in relation to protecting children. For example, parents share important legal information but this information is not complied with, or shared with individuals caring for the children. Therefore, those caring for children are not fully informed of who can collect children. As a result, children are permitted to leave with unauthorised individuals. Accordingly, children's individual needs are not met and their safety and welfare is compromised. Additionally, not all aspects of the learning and development requirements are effectively met.

This inspection took place following concerns raised about how children's individual needs are met, how parents' and/or carers' complaints are managed and how children are protected. The inspection found that appropriate systems are in place to help ensure that children's individual needs are met in respect of their personal care. Staff and managers are aware of who to inform if they have concerns and the possible signs which may indicate a child is being harmed. However, it was found that, although complaints are appropriately investigated, the outcomes of such investigations are not consistently shared with parents and/or carers within the required timescales.

The management team demonstrates an adequate understanding of some of the strengths and weaknesses of the nursery with regard to monitoring education programmes. For example, they have identified that communication is a key factor for further development. Management acknowledge that there are appropriate systems in place to share information with parents, for example, through notice-boards, newsletters and parents' meetings to discuss children's progress. They know that more can be done to ensure that all parents are supported to further develop children's learning at home. Therefore, they continue to work with parents to find the best ways of doing this. In addition, management recognise that there are some inconsistencies in the quality of teaching to support children's communication and language development. Although they are beginning to put strategies in place to address this, not enough is done to secure outcomes for children. Additionally, the management team has failed to address key areas for improvement to ensure that children are protected.

There are appropriate vetting procedures which help to ensure that adults caring for children are suitably checked. The management team support staff to develop their continuous professional development. They provide regular supervision, and encourage staff to attend further training and professional qualifications. Newly appointed staff are

subject to an induction period of 10 weeks. This enables them to become familiar with policies and procedures and to receive appropriate support from their mentor.

The nursery staff work with other professionals involved in supporting children's education and care. For example, staff work with speech and language therapists and implement any suggestions they provide. In addition, staff work with parents to complete individual education plans to support the needs of the children, where necessary.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- inform parents in writing or by email of the outcome of complaints, within 28 days of the date the complaint was made (compulsory part of the Childcare Register)
- inform parents in writing or by email of the outcome of complaints, within 28 days of the date the complaint was made (voluntary part of the Childcare Register)

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	EY241497
Local authority	Sutton
Inspection number	967398
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	88
Number of children on roll	138
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	02/07/2012
Telephone number	020 8644 3654

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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