

Barney Bees Day Nursery Ltd

Barney Bees Day Nursery, 253-257 Farnham Road, Slough, Berkshire, SL2 1HA

Inspection date

06/08/2014

Previous inspection date

15/07/2013

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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

- Poor hygiene and safety measures mean children's good health and well-being are at risk.
- Some staff do not demonstrate a secure understanding of managing children's accidents and injuries to promote their welfare adequately.
- Some children are unoccupied and disinterested in their learning. Staff fail to engage these children to ensure they are sufficiently challenged and motivated to learn.
- Routines and resources are not always well organised to meet children's needs.
- The quality of teaching is inconsistent. In addition, some staff interactions and support for children's learning is poor.
- Staff do not manage behaviour well enough, so children lack secure boundaries.
- The provider does not maintain a record of complaints, which is a breach of requirements.

It has the following strengths

- Children demonstrate they are appropriately at ease and happy in the care of the staff.

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 observed children's play experiences, activities and interactions with staff indoors and outside.
- The inspector held a meeting with the manager, and discussions took place with staff and a small number of parents/carers at appropriate times during the inspection.
- The inspector sampled a selection of written policies, procedures and children's records.
- The inspector viewed all areas of the nursery premises.
- The inspector carried out a joint observation with the manager of staff practice with the babies and older children.

Inspector

Sheena Bankier

Full report

Information about the setting

Barney Bees Nursery registered in 2003. It is owned by a limited company. The nursery is situated in Slough, Berkshire. It operates from a detached self-contained building and there are three main rooms to accommodate children in age groups. There is an enclosed outdoor area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open from 7.30am to 6.30pm for 51 weeks of the year, except for bank holidays. Children may attend for a variety of sessions. The nursery is in receipt of free early years education funding for two-, three- and four-year-old children. Staff support a number of children with special educational needs and/or disabilities, and children who are learning English as an additional language. The nursery employs a manager, who holds a level 6 qualification. A further 24 staff are employed to work with the children. Of these, two hold level 5 qualifications, one holds a level 4 qualification, 14 hold level 3 qualifications and one member of staff holds a level 2 qualification. Five members of staff are working towards gaining or furthering qualifications. An additional five support staff are employed at the nursery, including a chef, kitchen assistant, handyman and administration staff.

What the setting needs to do to improve further

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

- protect children's health and well-being by implementing good food and drink hygiene practices and procedures
- ensure that risk assessment procedures identify potential hazards and dangers to children and steps are taken to minimise these to promote their safety and well-being
- ensure all staff understand their role and responsibilities in relation to managing children's accidents and injuries
- ensure all staff understand their teaching role in guiding children's play and learning experiences through using purposeful interaction to promote their learning and development
- ensure the routines and learning environment are planned appropriately with suitable resources to meet the individual needs, interests and stages of development of all children so that they are engaged and challenged sufficiently in their learning
- ensure staff consistently implement the behaviour management policy and procedures
- ensure written records of all complaints received by email or in writing and their outcome are maintained.

Inspection judgements

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

Some children are not well occupied or challenged in their learning and as a result, they lack enthusiasm for the learning experiences, activities and resources on offer. This means they become bored and restless and begin to run around the room. Staff take some steps to remind children to, 'use their walking feet'. However, they fail to engage these children in activities to enable them to be suitably occupied and supported. The quality of teaching is inconsistent across the nursery. Some staff do not extend and support children's learning and development. For example, during play, interaction and routines, staff rarely introduce mathematical learning. During daily routines and play, some staff interaction with children is poor. For example, when staff change a child's nappy there is no communication to put the child at ease or make them feel valued. As a result, staff fail to

promote children's personal, social and emotional development, and their communication and language skills at these times. There are plenty of staff present. However, at times this has a detrimental impact on children's learning and development as there is a lack of organisation. For instance, during the babies' teatime, two babies and three staff were present. Staff got up and down to do jobs or sat and completed paperwork at the table and at times chatted to each other about personal matters. Although staff talked to the children intermittently at these times, the quality of interaction did not promote children's learning or support their emotional security. There is limited consistency or continuity for the babies as there is no one member of staff assigned to focus just on them. The weak quality of teaching has a negative impact in supporting children to reach their full potential. This compromises children's future learning.

However, some staff provide some positive learning experiences. For example, older children learn about mini-beasts, such as spiders, to promote their understanding of the world around them. They draw the spiders and their webs using pencils and paper indoors. Staff provide chalks to enable children to produce larger scale drawings outside. This enables children to practise their early writing skills and understand about living things. However, staff do not make the best use of the resources to enhance children's learning. For example, although there are magnifying glasses and bug catchers, these are in a separate room and are not available to the children to use. This demonstrates staff do not plan effectively to make these resources available. Overall, the outdoor activities reflect all areas of learning appropriately and children are able to explore and experiment. For instance, children enjoyed mixing up the water and mud with their feet while wearing boots. Children experimented with water and watched how it ran down the drainpipes fixed at angles on the fence. There are numbers on display outside. However, there is limited print on display and staff do not always bring out books and reading materials to encourage children's interest in reading. This does not fully support children who learn better outdoors.

Staff undertake regular observations and recent changes mean they are developing these so that they evaluate children's achievements more fully. They track children's progress to understand their level of development. Staff talk to parents at each session to keep them informed about their children. Each term staff provide a written report of children's achievements and their identified next steps in learning to parents. This enables staff and parents to work together to promote some aspects of children's learning appropriately.

Children with special educational needs and/or disabilities have individual play and education plans, which identify targets for them to aim for. Staff regularly review their progress towards these and monitor their progress closely. Staff are allocated to children to provide one-to-one support as required, and they receive adequate information about children's needs to support them appropriately. Staff are employed at the nursery who speak the same language as children do at home. They provide language sessions in English and the main language children speak. For example, they read books in children's home language to show their language is valued and repeat the story in simple sentences in English. This promotes children's sound understanding of English and enables them to develop their communication in both languages alongside of each other.

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

The lack of engagement in the activities and play experiences on offer leads to children running around the room repeatedly. Some staff take steps to remind children of the boundaries. However, the failure to engage children in purposeful play and activity means that children continue to run around the room. This leads to accidents. Staff did not notice an accident where a child ran into a piece of overhanging worktop until the crying child approached a member of staff holding their head. Inexperienced staff failed to act on the injury, or report it to senior staff. In addition, a re-organisation of the room meant that staff had moved the furniture that protected the overhanging part of the worktop. Failures to assess the risks in the environment means that staff did not identify this as a potential hazard to children. Staff only took appropriate action when the inspector informed them of the accident. The manager then took immediate steps to minimise the potential for a further accident to occur.

The organisation of drinking water and cups available for the older children outside means there is potential for cross infection. The jug of water has no cover to prevent insects or other debris dropping into the jug. Children drink from cups that others have used as there is no clear system for clean and used cups. The older children have their lunch in two separate sittings. Lunchtime for some children is disorganised and chaotic. For example, children sit at the table then staff move them to a different place. However, the children have already handled the cutlery and some have dropped it on the floor. Other children then use this cutlery, and this is unhygienic. Staff encourage children to independently serve themselves. However, some children then use their fingers. They dig their fingers into their jacket potatoes and use their hands to pick up their baked beans. Although plenty of staff are present around the table, they do not encourage the children to use their cutlery, which does not promote children's skills for the future.

Children are settled at the nursery and at ease in the staff's care. Babies respond with joy and excitement when staff interact with them. Older children approach staff and adults with confidence to talk to them or show them the pictures they have drawn. Some staff provide positive praise and encouragement, which supports children's self-esteem and confidence. Some staff use suitable behaviour management strategies. For example, they encourage children to be their helpers to tidy up. Sound settling-in arrangements support children well at this time. Parents and children come in for 'taster' visits together and children then visit by themselves. Staff reassure children on these visits so that they feel suitably safe and secure. For example, when a child on a visit asked for their parent, staff got down to their level, held their hands and made good eye contact. They talked with the child and provided reassurance that their parent will return shortly. Visits from the teachers at the local school help children become familiar with them before they start school, supporting them suitably at this time of change.

All children benefit from times to spend in the outdoor area, enjoying the fresh air and physical activity. This benefits their large physical skills and develops their muscles and coordination. Children's artwork on display in the nursery and on named pegs and trays helps to promote children's sense of belonging and values them. There is a good range of resources at the nursery. Low-level shelves and storage units enable children to select

their own choices. However, staff do not consider providing the additional resources, which are stored out of sight, to enhance children's learning.

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

The management and staff demonstrate a poor understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. Risk assessments are ineffective and staff do not identify potential hazards. Nor do they act in the child's best interests to manage children's accidents and injuries appropriately. Consequently, children's safety is compromised. Staff fail to follow procedures to manage children's behaviour and to provide secure boundaries to children to support their safety and well-being. In addition, staff do not help children to follow good hygiene procedures, and therefore they are at risk of cross infection.

Recruitment procedures are suitably robust with a clear application and interview process. New staff undertake the required suitability checks and an appropriate induction process. Sound processes for new staff safeguard children suitably. For example, new staff who are waiting for the outcome of their suitability checks are not left unsupervised with the children and do not change children's nappies. Staff complete training in safeguarding procedures. They demonstrate a secure understanding of their responsibilities to children's welfare. They know the procedures to follow if they have concerns about children's welfare or inappropriate staff practice. Most required documentation is maintained. However, the provider fails to maintain a record of complaints and their outcome. This is a breach of requirements and means that the provider does not meet the associated requirements of the Childcare Register.

Regular training opportunities are available to staff with in-house, online and outside training available. Supervision meetings take place with all staff each term and targets and actions are set to support staffs professional development. However, despite these measures, the quality of teaching is inconsistent and this has a detrimental effect on children's care and their learning and development experiences.

Self-evaluation is overall weak in identifying improvements, although the processes are developing to build on this. Regular meetings with all staff help to identify improvements. However, although the management team are aware of the importance of evaluating the impact of the improvements they make, this is still to be implemented. The management seek the views of parents and children, and encourage their feedback. They have met some aspects of the actions and recommendations set at their last inspection. For example, they are continuing to develop the observations they make of children's learning, although there is not always sufficient challenge to engage all children. They have improved the selection of books available to children indoors. However, the outside area has little print and staff do not always remember to provide books.

Staff carry out the necessary progress checks for two-year-old children to establish their progress and identify any needs for additional support. Tracking of children's progress

helps staff to identify if they are covering all areas of learning or if there are gaps in children's achievements. However, the quality of teaching and use of resources is at times weak, which does not support children in reaching their full potential.

Staff work closely with other professionals involved in the care of children with special educational needs and/or disabilities. These professionals are invited in to the nursery to support children. This helps staff to develop their understanding of children's needs. Parents receive written and verbal feedback about their children. Information is available on notice boards in the nursery about how children learn and about the daily routines. Staff welcome parents warmly and are available to speak to them about their children on arrival and collection of their children. This promotes open communication. Parents spoken to at the nursery are happy with the service and speak positively about the staff and their children's time there.

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:

- ensure that the premises and equipment are safe and suitable by undertaking a risk assessment immediately, where the need for an assessment arises, to ensure that all necessary measures are taken to minimise any identified risks (compulsory part of Childcare Register)
- keep a written record of complaints made by parents in writing or by email for a period of three years from the date of the complaint, including the outcome of the investigation and the action taken in response (compulsory part of Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of Childcare Register).
- ensure that the premises and equipment are safe and suitable by undertaking a risk assessment immediately, where the need for an assessment arises, to ensure that all necessary measures are taken to minimise any identified risks (voluntary part of Childcare Register)
- keep a written record of complaints made by parents in writing or by email for a period of three years from the date of the complaint, including the outcome of the investigation and the action taken in response (voluntary part of Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY312823
Local authority	Slough
Inspection number	984112
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	77
Number of children on roll	48
Name of provider	Barney Bees Day Nursery Ltd
Date of previous inspection	15/07/2013
Telephone number	01753 539 923

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

