

Busy Bees Day Nursery at The QE Hospital

160 Metchley Lane, Birmingham, B15 2TX



Inspection date

Previous inspection date

2 April 2015

3 January 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- Induction procedures, risk assessments and record keeping are not good enough to ensure children are safeguarded at all times.
- Too few children make good enough progress in their learning. Staff have poor understanding of planning for children's next steps. Activities do not have insufficient depth and breadth to ignite all children's interest and challenge them.
- Children's behaviour is not managed well enough. Consequently, some children, especially in the pre-school rooms, become loud and boisterous and do not engage in purposeful play.
- The key person system is not fully effective. Parents are not always aware who their child's key person is, and children do not always appear to have a strong bond with their key person. Staff are not deployed well to ensure they are working with their key children.
- Too often qualified staff spend time clearing away rather than engaging children in purposeful, high-quality play and learning experiences.
- Leaders and managers do not supervise staff well enough. Monitoring of the quality of provision, the systems and staffs' practice, is not robust enough. Consequently, the setting's self-evaluation is inaccurate and a number of statutory requirements are not met.

It has the following strengths

- The setting obtains appropriate information from parents when children join, in order to identify their starting points. Parents are encouraged to be involved in their children's learning and development within the setting and at home.

What the setting needs to do to improve further

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

- ensure all children are safeguarded at all times by improving induction procedures, using risk assessments more effectively to identify all risks to children, maintaining accurate records of all accidents and incidents, improving supervision and behaviour management of all children
- implement an effective key person system by making sure all parents are aware of who their child's key person is and ensuring staff are effectively deployed to ensure they are working with their key children
- support staff to improve their knowledge and understanding of the learning and development requirements so that they are able to deliver high-quality learning and development experiences for all children, both indoors and outdoors
- improve staff supervision, monitoring of the quality of the provision, the systems and staffs' practice, and take appropriate action to address any areas of weakness to ensure all statutory requirements are met
- improve staff deployment to ensure the most appropriate and qualified staff spend time engaging children in purposeful, high-quality play and learning experiences rather than undertaking ancillary tasks such as clearing away
- ensure all staff are suitably trained in behaviour management so that they know how to respond to children's challenging behaviour. Monitor staffs' practice to ensure they implement effective behaviour management practice.

Inspection activities

- This inspection took place due to a high number of concerns regarding the safety and well-being of children.
- Three inspectors, one of Her Majesty's Inspectors (HMI) and two Regulatory Inspectors (RI) carried out this inspection.
- The inspectors conducted joint observations with the manager and deputy.
- The inspectors observed activities in all play rooms and the outside learning environment.
- The inspectors checked evidence of suitability and qualifications of the staff, self-evaluation form, improvement plan, risk assessments and policies and procedures.
- The inspectors spoke with the leaders, the manager, staff, parents and children at appropriate times throughout the day.
- The inspectors looked at children's assessment records, adults' planning documentation, and staff records.

Inspector

Joy Law Her Majesty's Inspector, Champa Miah Regulatory Inspector, Esther Gray Regulatory Inspector

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is inadequate

The impact of teaching on children's progress is inadequate. The children in the pre-school room do not make the progress they are capable of because some staff have poor knowledge of how to promote children's learning and development. Planning is ineffective. The teaching is not matched well enough to children's needs. For example, activities frequently lack challenge because adults do too much for the children, such as drawing pictures for them and preparing cut-out paper shapes, for a sticking activity. Younger children in the toddler room make better progress because staff monitor their learning more effectively, plan engaging activities and liaise purposefully with parents.

The staff do not plan activities or use resources well enough to engage and challenge boys and girls equally well. Frequently, boys become boisterous and do not engage in purposeful learning. Girls learn more effectively than boys because they engage more readily with the activities. The outdoor area is not used effectively to meet all children's needs, particularly in winter. For example, staff do not make best use of the garden to engage children in activities such as growing, as they wait for better weather to do this. Children with additional needs make more progress than other children during term time when they receive additional support. This good progress is not sustained at other times when the support is not provided. Children in the baby and toddler rooms get a sound start to their learning and development. This is not built on effectively as the children get older. Consequently, they are not prepared as well as they could be for school.

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

The key person system is not fully effective. Staffs' work with parents is inconsistent. It is most effective with the younger children. Good communication with parents and guidance about how to support their children at home contribute to children's learning and development in the baby and toddler rooms. However, the key person system is not well managed and, consequently, children benefit little from having an allocated key person. Children's key persons change too frequently and several parents do not know who their child's key person is.

Babies' and young children's care needs are met well; they are happy and settled. Older children are cared for well. However, they do not sufficiently develop confidence and skills to care for themselves because staff do too much for them. For example, staff help them to wash their hands and they are not encouraged to prepare their own simple snacks.

Children's behaviour is not consistently managed well. When staff focus on an activity with children they do not see or take notice of what is happening around the room. Not all staff are aware of the techniques to manage behaviour appropriately. Consequently, some children continue to display undesirable behaviour or become loud and boisterous and do not engage in purposeful play.

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

Leaders and managers understand the requirements of the Early Years Foundation Stage; however, the implementation of these is weak. Teaching does not meet all children's needs. Arrangements for keeping children safe are inadequate.

Staff are not supported well enough to improve the quality of their work. Procedures for induction, monitoring and supervision are not good enough to develop staffs' practice effectively. For example, induction procedures do not include robust evaluation of an individual's work and supervisions for more experienced staff are not sufficiently focused on the impact of an individual's work on children's learning and development. Consequently, the quality of teaching is weak and has a negative impact on children's learning.

Leaders and managers procedures for checking and reviewing the quality of provision and children's progress lack rigour. They are mainly based on checking compliance with too little emphasis on quality and setting targets to improve provision which will accelerate children's learning and development.

Procedures to safeguard children are inadequate and the setting is in breach of the safeguarding and welfare requirements. Where concerns are raised about staff, leaders and managers respond appropriately. However, staff do not take all necessary steps to keep children safe and leaders and managers pay too little attention to assessing and minimising risks to children. The setting has recorded a number of accidents and incidents but has not taken sufficient action to investigate any patterns or risks which they could take action to address. They have failed to identify and link the weaknesses in the quality of teaching where children are not consistently engaged in purposeful play, and the supervision of children, as a contributory factor to the number of accidents and incidents occurring. Accident records are not always completed fully or passed to the manager in line with the setting's policy. Children's behaviour is not managed well and puts them at risk of injury. For example, a child sustained a black eye the previous day as a result of jumping around. Children run dangerously under and around furniture and this is not challenged by staff until the manager intervenes.

Setting details

Unique reference number	EY344321
Local authority	Birmingham
Inspection number	1008911
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	133
Number of children on roll	173
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	3 January 2014
Telephone number	0121 428 4950

Busy Bees Day Nursery at The QE Hospital is one of 214 nurseries within a chain of daycare provisions owned by a limited company. It was registered in 2007 and is on the Early Years Register. The nursery is situated in purpose-built premises near the Queen Elizabeth Hospital in the Edgbaston area of Birmingham. It serves hospital and university staff and the local community. It operates from nine rooms and is accessible to all children. There is an enclosed area available for outside play. The nursery employs 43 members of childcare staff. Of these, 32 hold qualifications at level 3, and three hold level 2. The nursery also employs an administrator, chef, assistant cook and two staff who are working towards a level 3 qualification. The nursery opens Monday to Friday all year round, except for Bank Holidays. Sessions are from 7am to 6pm and children attend for a variety of sessions. There are currently 173 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. The nursery offers support for emergency childcare placements.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

