

Busy Bees Day Nursery at The QE Hospital

160 Metchley Lane, Birmingham, B15 2TX



Inspection date

21 October 2015

Previous inspection date

2 April 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff's assessment of what children know and can do is not yet accurate and precise. Experiences planned to support children's next steps in learning do not always reflect their abilities or support them in all areas of learning.
- Senior leaders recently reviewed the monitoring and evaluation of the provision. However, they are not yet able to show the progress of all children or ensure that the educational programme and daily routines match children's needs. Some records, such as medication records, lack detail: for example, children's surnames.

It has the following strengths

- Children enthusiastically explore the resources and the environment. They have good opportunities to experience daily outdoor play which helps to develop their understanding of the need for physical exercise. This also promotes healthy lifestyles.
- Children build strong emotional attachments with all staff. Staff regularly praise children for having a go and trying new things. This supports the children's self-esteem.
- Partnership with parents and carers is good. The nursery holds a wide range of events which helps to involve parents and carers in their child's learning.

What the setting needs to do to improve further

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

	Due Date
■ improve the observation and assessment of children's development to ensure planned activities support the next steps in their learning, are effectively matched to their abilities, and have clear learning outcomes across all aspects of learning	27/11/2015
■ strengthen the current systems for monitoring the quality of the provision including record keeping, children's routines and the progress they make so that any emerging gaps in children's learning are identified and closed.	27/11/2015

Inspection activities

- The inspectors observed the quality of teaching during activities and assessed the impact this has on children's learning.
- One inspector completed a joint observation with a manager.
- The inspectors held meetings with senior leaders including the regional director. They looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working with children.
- The inspectors spoke to parents and children during the inspection and took account of their views.
- The inspectors reviewed the improvements leaders have made since the last inspection and their plans for future improvement.
- The inspectors explored the setting's risk assessments and how effectively the provider has identified and taken steps to minimise any potential risks.

Inspector

Susan Crawford Her Majesty's Inspector, Debbie Sanders Early Years Regulatory Inspector

Inspection findings

Effectiveness of the leadership and management requires improvement

The leadership and management of the nursery has improved since the last inspection. Positive changes have been made to the staffing structure and the pre-school room layout. The recently appointed manager has implemented and revised current policies and procedures. However, it is too early to see the impact that these changes have on practice. Senior leaders support all staff through regular supervision and training opportunities, such as helping them to improve the quality of observations of children. However, there is no effective system in place to monitor precisely children's progress in their learning, or to ensure observations are evaluative, and consistently identify the next steps in their learning. The arrangements to safeguard children are effective. Staff have a clear understanding of how to report child protection concerns. Senior leaders have developed safeguarding policies and procedures which are implemented consistently. All staff have a good awareness of, and know how to assess, risks to children's welfare, in order to keep them safe. Staff regularly exchange information with parents about children's daily experiences and care routines.

Quality of teaching, learning and assessment requires improvement

All children happily share pictures with staff about their family and home. This helps children to make the transition between home and nursery. They describe what they are doing as they play, and staff ask questions to encourage children to think and try out new ideas. Staff support children's language development as they model good language skills. However, other areas of learning are not so well planned for, which has created some gaps in children's learning. Staff do not always plan appropriate activities to support children's learning. This is because staff do not have an accurate picture of what children know and can do. As a result, some activities lack challenge for the more able children and they lose interest.

Personal development, behaviour and welfare require improvement

Children feel safe and secure and have positive relationships with staff who give them confidence to explore their environment. Staff encourage children to behave well and encourage them to be polite, use their manners, share and take turns. They recognise children's achievements and give appropriate praise to help build their self-esteem and confidence. Children are developing good independence and self-care skills. They are motivated and active learners in their play. However, very occasionally for the older children, daily routines interrupt and stop their play which impacts negatively on their usually good behaviour.

Outcomes for children require improvement

Children do not make consistently good progress because staff and leaders do not identify gaps in children's development. Staff do not focus on tracking all aspects of children's learning or target gaps in their learning effectively to secure consistently good progress. This means some children are not developing all of the key skills for school.

Setting details

Unique reference number	EY344321
Local authority	Birmingham
Inspection number	1030403
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	133
Number of children on roll	146
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	2 April 2015
Telephone number	0121 428 4950

Busy Bees Day Nursery at The QE Hospital is one of 238 nurseries within a chain of daycare provision 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 42 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.

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