

Busy Bees Day Nursery at Bedford Elstow



Progress Park, Elstow, Bedford, Bedfordshire, MK42 9XE

Inspection date	26 August 2016
Previous inspection date	28 October 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Managers do not effectively oversee or monitor staff's performance or identify training requirements to help support them to promote good quality education for children.
- Staff do not provide a sufficient amount of adult-led activities for children to help challenge and support their progress in learning and development.
- Staff do not make the most of opportunities to encourage children to solve problems, predict outcomes or discuss solutions with their friends.
- On occasions, staff do not remind children about how to keep themselves and others safe as they develop confidence in using space and equipment with care.

It has the following strengths

- Providers and managers use robust selection and recruitment procedures, helping to ensure that childcare staff are suitable for their roles within the nursery.
- The key-person system works well. Staff gather information from parents about what their children like and can already do when they first join the nursery. Children visit the nursery for short periods of time before they start. This helps them become familiar with the staff and daily routines.
- Staff follow robust procedures to help them ensure that children with food allergies do not come into contact with items which may trigger a reaction.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ implement a consistent, structured and comprehensive system for staff supervision, identifying targeted staff development and training needs	28/10/2016
■ ensure children have access to a balance of challenging adult-led and child-initiated activities throughout the day.	23/09/2016

To further improve the quality of the early years provision the provider should:

- encourage children to think about how they can solve problems, predict outcomes and find solutions with their friends
- support staff in reinforcing children's growing awareness of their own safety and that of others, as they learn to use space and equipment with confidence.

Inspection activities

- The inspection was carried out as a result of a risk assessment, following information received by Ofsted.
- The lead inspector carried out a joint observation with the manager.
- Both inspectors observed activities in the playrooms and nursery gardens. They spoke to staff and children at appropriate times throughout the inspection.
- The lead inspector held a meeting with nursery managers and representatives from the owner's regional team.
- The inspectors looked at evidence of the suitability of staff working with children. They looked at a range of documentation, including the safeguarding procedures, records of complaints, staff supervision notes and self-evaluation documentation.
- The inspectors looked at children's assessment records and planning documentation, and discussed planning methods with staff.
- The inspectors took into consideration the views of parents spoken to on the day of inspection.

Inspector

Katrina Rodden and Michelle Baldock

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff are clear about child protection procedures and know how to report any concerns about children's welfare. Managers have reviewed the risk assessments in the nursery. Following a recent incident, the provider appropriately notified Ofsted and a full investigation took place into the circumstances of the incident. Management and staff have introduced a rigorous head count procedure to minimise the risk of a child being left in the nursery garden unsupervised. The inspection found that staff are vigilant when supervising children as they move from outdoor play to indoors. Managers evaluate the care and education provided. They do not make good use of monitoring to help address the variances in staff practice and knowledge. Training is not targeted on improving the weaker aspects of teaching. Managers encourage staff to contribute ideas to help improve the setting. Regular visits from regional staff help to support managers to implement action plans, and the views of parents and children are valued in this process. Effective partnerships have been established with local schools and other agencies to support children when they move on to school.

Quality of teaching, learning and assessment requires improvement

Staff do not consistently provide enough challenging adult-led activities to balance those initiated by children, in order to help them move on more swiftly to the next stage of their learning and development. However, children enjoy selecting activities and equipment that interest them. For example, children who prefer to learn outside draw with large chalks on the path. Staff talk to children while they play, although they do not make the most of opportunities to encourage children to work out different ways of doing things. Staff use information they gather about children's learning and interests to plan themes and some activities to support children's steady progress.

Personal development, behaviour and welfare require improvement

Staff do not effectively teach children how to keep themselves and others safe while they play. For example, staff ask children to keep their tricycles in the garden but do not explain why they should do this. Staff use different ways to help manage children's behaviour. They discuss methods that parents use at home to encourage positive behaviour and introduce these in the nursery. Children enjoy sitting together while they eat nutritious snacks and meals. Staff explain why they need different foods to keep healthy and encourage them to pour their own drinks. Children enjoy running and climbing in the garden. This helps to promote their physical development.

Outcomes for children require improvement

Children are not sufficiently challenged to make better progress. Managers have established ways to monitor children's progress and can identify gaps in learning. Staff communicate well with children who speak English as an additional language. Parents provide key words in the language spoken at home to support this. Children are gaining some of the basic skills which help prepare them for their move to school. They learn how to recognise the letters in their name, numbers and shapes. Children competently use pens and pencils and know how to put their shoes and coats on.

Setting details

Unique reference number	EY152150
Local authority	Bedford Borough
Inspection number	1068016
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	112
Number of children on roll	82
Name of registered person	Just Learning Ltd
Registered person unique reference number	RP900810
Date of previous inspection	28 October 2013
Telephone number	01234 330220

Busy Bees Day Nursery at Bedford Elstow was registered in 2014. The nursery is one of a national chain of daycare settings. It opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery employs 23 members of childcare staff, of whom 14 hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

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