

# Busy Bees Day Nursery at High Wycombe

Abbey Way, High Wycombe, Buckinghamshire, HP11 1AN



<b>Inspection date</b>	17 October 2016
Previous inspection date	10 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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:

- Leaders and managers do not deploy staff effectively. Sometimes, key persons are not available to support their key children and temporary staff do not know enough about each child's needs to help provide consistency for them.
- Some staff do not know the learning intentions of planned activities. Sometimes, they provide children with insufficient challenge to help extend their learning.
- Leaders and managers do not effectively evaluate practice to identify areas for development to improve outcomes for all children.

### It has the following strengths

- Staff support children to learn how to lead a healthy lifestyle. They enjoy playing outside in the fresh air and partake in a range of physical activities.
- Staff manage any behaviour issues sensitively. They teach children how to share and take turns and to be polite. Overall, children behave well.
- Staff are vigilant and quick to identify and remove any hazards to keep children safe.
- Children learn a range of skills and overall make adequate progress. For example, pre-school children learn to count and name shapes, younger children enjoy singing songs which help to develop their communication and babies enjoy exploring how toys work.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ deploy key persons and temporary staff effectively to meet each child's care and learning needs	01/11/2016
■ ensure all staff know the planned learning intentions of activities to provide children with sufficient challenge and build on what they already know and can do.	14/11/2016

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

- make better use of reflective practice to more accurately identify areas for development to improve children's outcomes.

### Inspection activities

- The inspectors observed the quality of teaching and assessed children's learning.
- The inspectors took into account the views of parents spoken to on the day of inspection.
- Both inspectors undertook a joint observation with the manager together and discussed children's progress with the manager.
- The inspectors sampled a range of documentation such as policies, procedures and children's learning records.
- The inspectors held meetings with the manager and the childcare and curriculum adviser.

**Inspector**  
Claire Boparai

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Leaders and managers have made some improvements since the last inspection. For example, leaders and managers have reviewed the organisation of routines to help young children to rest in a quiet space. However, they do not consider the deployment of staff to meet children's needs consistently. Leaders and managers use robust recruitment procedures to help ensure the suitability of staff. They use the required number of qualified staff in ratio of staff to children and provide staff with statutory training to help keep children safe. For example, staff are suitably trained to deal with accidents. Leaders and managers know what to notify Ofsted about and ensure staff are knowledgeable about the procedures to follow to protect children's welfare. Safeguarding is effective.

### **Quality of teaching, learning and assessment requires improvement**

Although leaders and managers deploy staff to supervise children safely, staff do not support all children's learning effectively. Staff observe and assess children's learning well and plan for their development. They monitor children's progress and work with other professionals to help close any gaps in their learning. However, some staff do not know what the learning intentions are for each child so do not challenge and extend all children's learning fully. Staff encourage children to practise their early writing, for example, they use paintbrushes and crayons to make marks. Staff encourage younger children to explore how things work. For instance, they push shapes into corresponding holes and work out what happens when they press a button.

### **Personal development, behaviour and welfare require improvement**

Staff find out from parents about their child's development when they first start, which helps them get to know the children. However, key persons are not always available to work with their key children and temporary staff do not know all children's needs. Nonetheless, the staff are kind and welcoming and most children settle in well. Staff celebrate children's home cultures and languages, which helps children begin to recognise what makes them unique, similar and different to their friends. Staff help children learn to look after themselves and follow good hygiene practises. For example, they show children how to wash their hands and throw away tissues after blowing their nose.

### **Outcomes for children require improvement**

Overall, children make adequate progress in their learning from their starting points. They are confident to explore the activities. For example, they learn about nature when they look for mini beasts under logs in the garden and identify and name the colour of ladybirds. Generally, children learn a range of skills that help prepare them for future learning such as school.

## Setting details

<b>Unique reference number</b>	EY257924
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1075167
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	91
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Date of previous inspection</b>	10 March 2014
<b>Telephone number</b>	01494 464020

Busy Bees Day Nursery at High Wycombe registered in 1994. The nursery employs 33 staff. Of these, 20 hold appropriate early years qualifications at level 3, one staff holds a qualification at level 4 and one staff holds a qualification at level 5. The nursery opens on Monday to Friday all year round, from 7.30am until 6.30pm. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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