

# Busy Bees Day Nursery at Guildford

Gill Avenue, Guildford, Surrey, GU2 7WW



## Inspection date

1 December 2016

Previous inspection date

26 June 2013

<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:

- The quality of teaching is variable. For example, older babies are not challenged sufficiently in their learning and development. Some of the activities for this age group are not well planned, and as a result children lose interest quickly.
- Staff miss some opportunities to help children develop their speaking skills. This slows the progress children make in their communication and language development.

### It has the following strengths

- Children's emotional development is supported effectively. Staff know the children well and they provide a nurturing environment where children feel secure.
- Staff provide a variety of activities that help older children to develop their mathematical skills.
- Children with additional needs are supported well. Close partnership working with both parents and professionals ensure children receive the support they need to achieve their individual potential.

## 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>
■ ensure that the quality of teaching is consistently good or better by continuing to review and develop practice	30/01/2017
■ improve the presentation and organisation of the indoor learning environment in the 'teddy room' to help promote and develop children's imagination	30/01/2017
■ provide effective support, coaching and training to enable staff to recognise how they can improve the way children develop their language and speaking skills.	30/01/2017

### Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning, both inside and outside.
- The inspector held meetings with the management team throughout the day.
- The inspector sampled a range of documentation, including suitability records, training files, records of children's learning and the nursery's self-evaluation.
- The inspector took into account the views of parents
- The inspector conducted a joint observation with the nursery manager.
- The inspector evaluated how well the nursery staff understand and implement policies and procedures, especially those relating to safeguarding children.

### Inspector

Maria Conroy

## Inspection findings

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

The ownership of the nursery has changed since the last inspection. New planning systems have recently been implemented. However, they have yet to be fully embedded in practice. Supervision and training programmes are in place. These help staff to improve on some aspects of their skills and knowledge. Staff receive targeted training from other professionals involved in children's care and learning. This enables staff to meet children's specific needs. Safeguarding is effective. Staff are clear about their roles and responsibilities to protect children and keep them safe. Effective monitoring systems enable the management team to identify where there are gaps in children's learning. For instance, recently there has been a focus on promoting children's mathematical development. Parents comment they like the friendly staff and feel welcome.

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

Teaching is not yet consistently strong. Some staff do not provide activities that link to children's interests. Consequently, children become disengaged and move away from the activity. Staff do not ensure that children's communication and language skills are well supported at all times. For example, on occasions they do not remove dummies from the children's mouths, while they play. This restricts the opportunities for children to speak and engage in conversation. Where teaching is better, staff enable older children to use simple addition and subtraction concepts. For example, they encourage them to work out how many plates and cups are required for tea-time. This helps children to develop their mathematical skills.

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

Staff do not consider how best to use the space available in the room for older babies. For example, when they take the toys out of a box, there is no space for them to play and fully explore the resources. Children are beginning to develop their independence skills in readiness for future learning. For example, older children pour their own drinks. Staff act as positive role models, speaking to children with warmth and kindness. Children are learning good manners. For instance, they take turns with their friends when they play group games. Children form positive relationships. They enjoy cuddles with staff who know them well. This makes them feel safe and secure, which helps them to settle. Children are provided with lots of opportunities to play outdoors. This supports their good health and well-being.

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

The weaknesses in the quality of teaching slow the progress children can make in their learning. However, where teaching is better very young babies have many opportunities to progress well in their development. They enjoy splashing around in the water play and concentrate for long periods of time. Toddlers engage in activities to prepare for Christmas. They design letters to send to Father Christmas, using a wide range of resources. This supports their creativity. Pre-school children get excited about exploring ice that has formed in the garden due to the cold weather. They are self-assured and confidently speak to visitors about what they like to do at nursery.

## Setting details

<b>Unique reference number</b>	119968
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1075809
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	86
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Caring Daycare Limited
<b>Registered person unique reference number</b>	RP900808
<b>Date of previous inspection</b>	26 June 2013
<b>Telephone number</b>	01483 538764

Busy Bees Day Nursery at Guildford, was registered in 1995, but taken over by Busy Bees in 2014. It is one in a chain of nurseries run by Busy Bees Nurseries Limited. It operates from a purpose built single storey building with four group rooms. Each room has a designated area for outside play. It serves families from the local community and surrounding villages and works closely with the Royal Surrey Hospital to support its employees. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports a number of children who speak English as an additional language, and those with special educational needs and/or disabilities. The nursery opens Monday to Friday, all year round excluding bank holidays. Sessions are from 7am until 7pm. Children attend for a variety of days or sessions. The nursery employs 26 staff. Of these, 18 staff have an appropriate early years qualification.

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