

Busy Bees Day Nursery at Woking Sheerwater

Blackmore Crescent, Woking, Surrey, GU21 5NZ



Inspection date

9 March 2017

Previous inspection date

21 July 2015

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:

- The organisation of some group activities is not effective. For instance, the activities are too long and complex. As a result, children lose interest and wander off.
- Staff do not plan for children's learning well enough. Some activities do not provide sufficient challenge, particularly those offered outdoors. This hinders the progress children make in their learning.
- Staff do not always use good teaching skills, such as giving children time to think and respond to questions, to extend their learning.

It has the following strengths

- Leaders and managers use effective systems to monitor and mentor staff practice. This helps to identify clear action plans to target staff training needs. Much of the work to ensure staff practice becomes consistently good is in the early stages, but plans show a secure foundation to build upon.
- There are many opportunities for children to develop their independence skills through the daily routine. For example, they wash their hands before eating food.
- Communication with parents is effective. They receive regularly updates, both electronically and verbally. This helps parents to be fully informed about their child's daily care, developmental progress and how to be involved 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
■ continue to support staff to develop and use good teaching skills so that teaching is consistently good or better	28/04/2017
■ improve the use of observation and assessment to consistently plan and provide challenging activities both indoors and outdoors that link to children's individual needs and interests	28/04/2017
■ review the organisation of small group activities to ensure they fully engage children and maintain their interest.	28/04/2017

Inspection activities

- The inspectors sampled a range of documentation, including children's developmental records and staff information.
- The inspectors evaluated the quality of teaching across all age groups, both inside and outside.
- The inspectors spoke to parents and carers to gain their views.
- The inspectors conducted a joint observation with the nursery manager to assess how leaders monitor staff practice.

Inspectors

Maria Conroy / Carla Roberts

Inspection findings

Effectiveness of the leadership and management requires improvement

The nursery has had a number of staff changes since the last inspection. This has impacted negatively on the quality of the provision, especially in regard to teaching. The appointment of a capable manager is beginning to drive improvement. Supervisions are effective and training is targeted to enhance staff's knowledge. Safeguarding is effective. Risk assessments are implemented robustly to ensure that the areas used by the children are safe and suitable. Staff demonstrate a secure understanding of how to protect children and keep them safe. Parents contribute to improving the quality of the nursery. For instance, through the ideas raised by the parents' council. As a result, staff have developed information on how parents can support their child in the transition to school. Links with the children's centre help staff to develop ways to support families who have English as an additional language.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Some staff are less confident than others in knowing how young children learn. For example, staff ask some open ended questions, but they do not allow sufficient time for children to answer. Senior staff who have Early Years Professional Status use their skills effectively to monitor and support staff. However, the impact of this has yet to fully impact on practice. Some staff do not plan for children's learning sufficiently well. Although staff know children's interests, they do not consistently use this information to provide challenging experiences to support the next steps in children's learning. Some planned group activities do not meet the needs of the children. For example, toddlers quickly lose interest when they do not understand the rules of a game.

Personal development, behaviour and welfare require improvement

The indoor area is generally well organised but activities outside lack appeal. For example, the water tray contains toys but no water. Children generally behave well. Staff promote positive behaviour. They remind children to use their 'kind hands' when learning to share toys. Children's health and well-being are promoted through the daily routine. For example, staff follow good hygiene procedures when changing nappies and serving food. Settling in procedures are effective. Staff provide reassurance to new children. They explain what is going to happen next and constantly remind them how well they are doing. This helps children to settle and feel secure enabling them to be emotionally prepared for the next step in their learning.

Outcomes for children require improvement

The weaknesses in teaching slow the progress children make in their learning. Where teaching is better, children's communication skills are promoted well. For example, in the toddler room they listen attentively to stories and use puppets and props which help to keep children engaged. Babies explore a range of new textures. They mould playdough into different shapes and play in the sand. Children's physical development is well promoted. For instance, they use pens to make marks on the white board.

Setting details

Unique reference number	EY274103
Local authority	Surrey
Inspection number	1067521
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	81
Number of children on roll	66
Name of registered person	Caring Daycare Limited
Registered person unique reference number	RP900808
Date of previous inspection	21 July 2015
Telephone number	01483 729330

Busy Bees Day Nursery at Woking Sheerwater is owned by Caring Day Care Limited and is part of the Busy Bees chain. They registered in 2014. It is in Sheerwater, Surrey. The nursery is open each weekday, all year, from 7.30am to 6.30pm. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 20 members of staff who work with the children. Of these, 14 hold appropriate early years qualifications. The manager holds Early Years Professional Status.

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