

Busy Bees@Norden Road

94a Norden Road, Maidenhead, Berkshire, SL6 4AY



Inspection date

27 September 2017

Previous inspection date

2 January 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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 provider delayed informing Ofsted of a change of manager, which is a requirement.
- Although ratios are routinely met, staff deployment in some rooms is not effectively managed. This results in staff being unable to maximise opportunities to interact purposefully with the children for whom they care. Consequently, some children do not receive the support they need to promote their learning and help them to make developmental progress in line with their interests and abilities.
- Some staff are not confident in how they extend learning and play for the toddlers and pre-school children. They sometimes miss opportunities to help children make the best of their environment, think independently and test out their ideas as part of the ways they solve problems and develop ways to engage more critically in their learning.

It has the following strengths

- Staff offer children a welcoming environment with regular experiences for outdoor play to help support a healthy lifestyle. Children have warm bonds with staff and behave very well. They show eagerness to take part in their activities. Children make steady progress in their learning.
- The new manager supports her staff well, and shows a secure understanding of what needs to be achieved to ensure an improvement in practice.
- Staff use the provider's effective policies, procedures and risk assessments to keep children safe and healthy.

What the setting needs to do to improve further

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

Due Date

- strengthen the ways staff deploy themselves, particularly outdoors, to ensure that they make purposeful interactions with children and are able to respond to their individual needs, enhance their learning and development, and improve the outcomes for all children. 11/10/2017

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

- broaden the ways staff help children to think critically during their play, to support how they problem solve independently and explore new ways to do things during their learning.

Inspection activities

- The inspection was carried out following the risk assessment process.
- The inspector spoke with children, parents and staff and read feedback from parents.
- The inspector completed two joint observations with the manager. They discussed how staff plan for children's learning and aims for activities. They discussed how staff review and assess the progress children make.
- The inspector observed staff interactions with children, as children played indoors and outdoors. She conducted observations for all four age-group rooms and sampled children's records.
- The inspector met with the manager and senior management team representing the provider. They discussed practice and how staff update their skills and evaluate the provision offered to children.

Inspector

Aileen Finan

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has effective systems in place for recruitment, induction and supervision to ensure the ongoing suitability of staff. Safeguarding is effective. Staff demonstrate awareness of all safeguarding matters and know how to protect children in their care. However, the provider did not inform Ofsted about a recent change in manager. The provider has now made this notification. The impact of this breach is limited as the new manager is already known to Ofsted through previous employment. Staff are currently reviewing their skills since the change of ownership of the nursery. This enables staff to strengthen their knowledge. They are receiving support and training from the manager and deputy to promote the needs of all children attending. Overall, parents are positive about the care children receive. Their views are valued and parents are offered opportunities to hear feedback about their child's progress. Staff have partnerships with others to support the needs of children who may need intervention in their care.

Quality of teaching, learning and assessment requires improvement

Staff know children's starting points well and, overall, plan effectively for their learning. Staff are familiarising themselves with new methods of working, but overall plan well for children's next steps. The management team regularly monitors children's progress to ensure consistency. However, staff are not consistent in their deployment, particularly when toddlers and pre-school children play outdoors. This weakness impacts negatively on how well staff are able to interact with children and extend their learning. Likewise, some staff miss opportunities to support the ways children think independently. For example, staff working with older children are not confident in using equipment, resources and day-to-day routines to regularly extend what children already know, such as encouraging children through effective questioning and exploring their own ideas.

Personal development, behaviour and welfare require improvement

Overall, staff support children to develop independence, confidence and emotional security. They help children play contently alongside friends and share resources, such as during art activities. Children listen to each other and respect their differences. Staff are good role models who encourage kind words and good manners. They support children in acquiring awareness of healthy lifestyles. However, the impact of ineffective staff deployment at times is that not all children are keen learners and may not reach their potential development.

Outcomes for children require improvement

In general, children make progress in their learning. They are encouraged to choose from a broad range of resources and initiate play indoors and outdoors. Babies learn to communicate in different ways. For example, they join in with singing and play musical instruments together. However, children sometimes miss out on opportunities to prepare them for the next stages of their learning. For example, toddlers play with a toy garage and watch as staff show them how to operate the lift, but staff do not support them to work out which cars may fit and those that do not, and the reasons why.

Setting details

Unique reference number	EY372246
Local authority	Windsor & Maidenhead
Inspection number	1114087
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 - 4
Total number of places	80
Number of children on roll	109
Name of registered person	Positive Steps Childrens Day Nursery Limited
Registered person unique reference number	RP911260
Date of previous inspection	2 January 2014
Telephone number	01628 630 323

Busy Bees@Norden Road registered in 2008. It is based in Maidenhead, Berkshire. The nursery is open each weekday from 7.45am until 6.15pm, for 51 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 34 staff, 18 of whom hold appropriate childcare qualifications from level 2 to level 5 and one member of staff has qualified teacher status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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