

Busy Bees Day Nursery at Altrincham

72 Ellesmere Road, Altrincham, Cheshire, WA14 1JD



Inspection date

22 February 2018

Previous inspection date

8 October 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Practitioners do not ensure children's safety. For example, pre-school children run recklessly around the playroom and this exposes them to the risk of injury.
- Practitioners do not teach children consistent routines or establish clear boundaries for their behaviour. Consequently, children's positive behaviour and self-control are not promoted effectively.
- The quality of teaching is poor and managers do not accurately measure the quality of the teaching taking place. As a result, practitioners do not know what they must do to improve.
- Practitioners do not accurately assess what children know, understand and can do. This means that they do not know precisely enough what children need to learn next. Planned activities lack challenge and children do not make enough progress.

It has the following strengths

- Leaders and managers demonstrate a strong commitment to improving the provision. They ensure that practitioners attend all mandatory training.
- Parents say they feel well informed about children's daily care and well-being. They comment that practitioners are caring and approachable.
- Practitioners in the baby room know children's individual needs and preferences well. Babies demonstrate that they feel happy and secure.

What the setting needs to do to improve further

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

	Due Date
■ ensure that the supervision of children effectively promotes their safety	22/03/2018
■ improve systems for promoting positive behaviour so that children learn to develop self-control	22/03/2018
■ improve the support and guidance that practitioners receive to improve the quality of teaching, and ensure that this is effectively monitored	22/03/2018
■ use information gained from observations of children's learning to accurately assess what they know, understand and can do	22/03/2018
■ ensure that the planning of activities takes full account of what children need to learn next, so they benefit from taking part and are challenged and supported to make good progress.	22/03/2018

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed two joint observations with the nursery manager.
- The inspector held a meeting with the regional director, divisional childcare adviser and nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to parents and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. For example, pre-school children who take part in an adult-led activity run very fast around the room. They do not take notice when practitioners ask them to stop. Consequently, children are at significant risk of falls and injuries. However, practitioners know what to do if they consider a child may be at risk of abuse or neglect. Managers know the procedure to follow if there is an allegation against a member of staff. Managers do not identify strengths and weaknesses in the quality of teaching accurately enough when they supervise practitioners. The support and guidance they provide for practitioners do not help to improve teaching quickly enough. Managers do not identify discrepancies in practitioners' assessments of children's progress or weaknesses in the planning for children's learning.

Quality of teaching, learning and assessment is inadequate

Practitioners plan activities that are not matched well enough to what children know and can do. For example, they plan an adult-led activity to teach two-year-old children about relative size. The children already demonstrate a secure knowledge and understanding of differences in size. Consequently, the activity does not challenge them or promote their progress. In a further example, pre-school children listen to, and join in with, a very familiar story. The teaching does not take account of the children's different stages of development or what they need to learn next. Consequently, some children find the activity mundane and uninteresting and others cannot complete it. However, children enjoy playing together. They participate with enthusiasm in self-chosen activities.

Personal development, behaviour and welfare are inadequate

Weaknesses in behaviour management and the supervision of children mean that children's safety cannot be assured. Practitioners do not establish and communicate consistent expectations for children's behaviour during daily routines. For example, at lunchtime two-year-old children all try to crowd into a small bathroom space to wash their hands. They jostle each other and practitioners allow some children to push in front while others wait. This does not promote children's independence and self-control well enough. However, children play and explore in the fresh air every day and this helps to promote their strength and coordination. There is a well-established procedure to ensure that children with allergies are not exposed to certain foods.

Outcomes for children are inadequate

Children do not make enough progress because of weaknesses in the quality of teaching. They do not acquire all of the key skills that prepare them well to start school, and gaps in their attainment do not close. However, children know that they must wash their hands before they eat. Two-year-old children know and sing the words to traditional nursery rhymes. Pre-school children know the sequence of events in familiar stories.

Setting details

Unique reference number	310342
Local authority	Trafford
Inspection number	1103585
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	97
Number of children on roll	56
Name of registered person	Busy Bees Day Nurseries Limited
Registered person unique reference number	RP900809
Date of previous inspection	8 October 2014
Telephone number	0161 928 9203

Busy Bees Day Nursery at Altrincham registered in 2000. The nursery employs 12 members of childcare staff. Of these, one holds an early years qualification at level 4, five hold level 3 and four hold level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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