

# Busy Little Bees

34 Sheaf Lane, Sheldon, Birmingham, B26 3HD



## Inspection date

Previous inspection date

19 April 2018

6 May 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

- The provider does not ensure that all staff have a secure and up-to-date knowledge of all safeguarding issues and the process for reporting concerns. Procedures to ensure adults who have not been vetted are not left alone with children are not implemented effectively. Staff do not adequately supervise and protect children at all times.
- Staff do not meet children's individual needs adequately. They do not always change children's nappies swiftly enough. At times, staff overlook children's basic health and hygiene needs.
- Effective partnerships with parents are not well established. Staff lack a good two-way flow of information sharing to consistently meet children's care and learning needs.
- The quality of teaching is weak. The provider does not monitor staff performance effectively or provide support to improve their skills and knowledge.
- Staff do not provide effective support for children who have special educational needs and/or disabilities. They do not identify and address any additional needs in a timely manner or work in partnership with other professionals involved to improve outcomes for children.
- Staff do not carry out regular observations and assessments of children's learning. They do not plan activities that are focused and purposeful or that match the interests and needs of the children sufficiently. Children make little progress.

### It has the following strengths

- Children benefit from healthy meals and snacks.

## What the setting needs to do to improve further

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

	Due Date
■ improve knowledge of safeguarding, including gaining a robust understanding of roles and responsibilities regarding child protection and how to implement the policy and procedures for safeguarding effectively	18/05/2018
■ ensure visitors to the setting, who have not been vetted, are supervised at all times and are never left alone with children	18/05/2018
■ take all necessary steps to meet children's individual needs and to promote their good health, with particular regard to changing wet nappies swiftly, and attending to children's health and hygiene needs	18/05/2018
■ develop a good two-way flow of information sharing with parents about children's care and development, to keep parents fully informed and to ensure children's needs are consistently met	18/05/2018
■ ensure effective supervision of staff provides support, coaching and training, to raise the quality of teaching to at least a good level	18/05/2018
■ improve support for children who have special educational needs and/or disabilities and work in effective partnerships with other professionals, to ensure they receive the help they need without delay	01/06/2018
■ implement effective systems to observe, assess and monitor children's learning, and use this information to identify their individual needs, interests and stage of development, and to plan a challenging experience for each child.	01/06/2018

## **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint evaluation of an activity with the acting manager.
- The inspector held a meeting with the provider and acting manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

## **Inspector**

Trisha Turney

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Not all staff know how to identify potential concerns about children's well-being or the action to take to report any concerns to the appropriate agencies. Staff do not always follow sound procedures to help protect children from harm. Adults without any suitability or vetting checks are left alone with children. Staff do not provide effective support for children at risk of significant delay in their learning, including those who have special educational needs and/or disabilities. They do not seek the involvement or support of parents or other professionals in a timely manner. Gaps in learning do not close and children, particularly those who have speech and language delay, are at risk of falling further behind. Self-evaluation and monitoring processes are weak. The provider's ability to help staff to improve their knowledge and skills is poor. She does not provide staff with the training and support needed to help them develop their skills and knowledge to raise the quality of teaching. Staff morale is low and there is little evidence of effective teamwork to benefit children.

### Quality of teaching, learning and assessment is inadequate

Although most staff are qualified, they do not understand how to support children's learning through play. Staff do not carry out regular observations and assessments of children's learning. They do not have an accurate overview of children's abilities. Teaching is weak and does not match individual children's needs. Planned activities are not well considered or focused on what children need to learn next. There are not always sufficient resources set out for all children to fully engage in play and learning. Children spend too long sitting for large-group activities. They become bored and restless. Staff sit alongside children but they do not interact with them effectively to enhance their learning. Children quickly lose interest in activities and wander around the room.

### Personal development, behaviour and welfare are inadequate

Partnerships with parents are poor. Staff have not developed a successful two-way flow of sharing information adequately. Children do not benefit from good continuity between the setting and home. Staff do not recognise or respond to children's individual needs. For example, staff leave younger children in very wet nappies for some time before changing them. Staff overlook children's basic health and hygiene needs, such as encouraging or helping older children to wipe their runny noses or clean their hands and faces after lunch. Children are generally content and settled. They behave well.

### Outcomes for children are inadequate

Children do not receive the support they need to make progress in their learning. They lack the motivation to join in with the limited experiences on offer. They do not develop confidence or learn to participate in activities for long periods of time. Significant weaknesses in teaching mean that children do not gain the key skills they need for the next stage of their education, including the move to school. Children develop some physical skills through activities, such as riding on wheeled toys.

## Setting details

<b>Unique reference number</b>	EY218007
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1087870
<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 - 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Busy Little Bees Nursery (Sheldon) Limited
<b>Registered person unique reference number</b>	RP908148
<b>Date of previous inspection</b>	6 May 2014
<b>Telephone number</b>	01217432828

Busy Little Bees registered in 2002. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. There are 10 members of childcare staff, nine of whom hold appropriate early years qualifications at level 2 and above. The setting provides funded early education for two-, three- and four-year-old children.

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