

Busy Bees At Blackheath (charlton)

176 Charlton Road, London, SE7 7DW



Inspection date	20 April 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
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 manager has failed to identify the significant weaknesses in the provision. Staff do not complete the progress check for all children aged between two and three years. Some parents are not provided with a written summary of their child's progress at this important stage of their development.
- Staff are not good enough at assessing children's progress, particularly when they are showing signs of falling behind. As a result, planning does not match the individual needs of children, who fail to make good progress in their learning.
- Staff are not supported well enough to develop the knowledge and skills they need to provide good standards of teaching.
- The manager does not have good links with other professionals to support children when they are falling behind.

It has the following strengths

- Staff regularly exchange information about children's daily experiences and care routines. Parents speak positively about the care their children receive.
- Children are happy and settled. Staff are warm and welcoming. They speak calmly to the children and praise them for their efforts. This helps children to develop their self-esteem and confidence.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure all staff complete the required progress check for children aged between two and three years, to help identify and close any gaps in children's learning and development 	25/05/2018
<ul style="list-style-type: none"> ■ strengthen the arrangements to assess children's individual learning needs and to target teaching to support children to make progress, including those who need extra support to reach their potential 	25/05/2018
<ul style="list-style-type: none"> ■ review and improve the systems to monitor staff performance, and ensure staff have the skills and knowledge needed to provide consistently good teaching and care 	25/05/2018
<ul style="list-style-type: none"> ■ develop strong partnerships to involve other professionals in children's learning and development when their progress is less than expected. 	25/05/2018

Inspection activities

- The inspector held a meeting with the manager and spoke to staff during the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as the setting's policies and procedures, children's development records and evidence of the suitability of staff working at the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.

Inspector

Cher Walker-Moore

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The manager does not make sure staff monitor children's progress effectively. As result, teaching is not good enough and children do not make the progress of which they are capable. Links with other professionals to support children's care and learning are not strong enough to ensure that children's individual needs are met. The provision is inadequate and some children fail to thrive. The manager knows how to refer any allegations against staff to the relevant agencies. Staff are aware of child protection procedures and know what to do should they have concerns about the welfare of a child in their care. Appropriate recruitment procedures mean staff's suitability is thoroughly checked and their ongoing suitability is monitored. The manager carries out supervisory meetings with staff; however, these are ineffective. Staff are not supported well enough to improve their assessment and teaching skills. The new manager has begun to reflect on the quality of the provision to try to make some improvements.

Quality of teaching, learning and assessment is inadequate

Staff do not assess the progress of children who need additional support well enough. Staff do not consistently complete the required progress checks for children aged between two and three years. As a result, planned activities do not match all children's ages and stages of development. For example, children who need additional support are not provided with resources and activities they need to take part fully. This hinders their progress significantly. Teaching is weak. Staff are not good enough at facilitating and setting challenges that help children learn. Nevertheless, staff plan some experiences based on children's interests. For example, during small-group activities, children enjoy exploring ice and staff engage children in conversations about number, colour, shape and size.

Personal development, behaviour and welfare are inadequate

The breaches of the statutory requirements for learning and development have a significant impact on some children's well-being and personal development. For example, some children are not supported to reach their full potential. Nevertheless, young children move with confidence around the well-organised play spaces. All children access an abundant range of resources. These are all within easy reach so they can make decisions about their play. Children enjoy nutritious snacks and meals. They have daily access to outdoor play, where they have opportunities to practise their physical skills. Older children competently use ride-on toys and younger children enjoy chasing bubbles and laugh alongside staff.

Outcomes for children are inadequate

Not all children are well prepared for school or for their next stage in learning. The learning and progress of children who have special educational needs and/or disabilities do not match the levels of progress by other children. Younger children make some progress in developing their physical skills. They sit unsupported on the floor, crawl and are beginning to pull themselves to standing. Older children experiment with different ways of moving and negotiate space successfully when playing outside.

Setting details

Unique reference number	EY551843
Local authority	Greenwich
Inspection number	1112871
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	95
Number of children on roll	85
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Date of previous inspection	Not applicable
Telephone number	01543 678530

Busy Bees at Blackheath (Charlton) registered in 2017. It is situated in Charlton, in the London Borough of Greenwich. The nursery is open from 7.30am to 6.30pm from Monday to Friday throughout the year. The nursery employs 17 staff; 10 of whom hold appropriate early years qualifications. The setting receives funding to provide free early years education for three- and four-year-old children.

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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