

Busy Bees Day Nursery at Stevenage



North Herts College, London Road, Stevenage, Hertfordshire, SG1 1GG

Inspection date

18 May 2018

Previous inspection date

12 August 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		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider has failed to ensure that managers have a clear understanding of safeguarding in regard to staff's ongoing suitability, consequently children are at risk. Managers show a lack of understanding about what action to take in the event of an allegation being made against a member of staff.
- On occasions, high noise levels in the pre-school room have a negative impact on older children's ability to sustain their concentration during activities.
- Professional development plans for the manager and her staff are not precisely targeted on raising the quality of teaching to an even higher level.

It has the following strengths

- Staff support young children to develop their hand-to-eye coordination. They skilfully capture their interest and participation as they demonstrate how to carefully pour water from one container to another. Children show delight as some of the water splashes back into the tray.
- Staff successfully engage pre-school children in lively discussions at mealtimes. They talk about how eating well helps to build muscles and keep us healthy.
- Children spend long periods of time exploring and investigating as they learn about rainfall. They are encouraged to develop their small-muscle skills in their hand as they use a turkey baster to suck up, and then transfer, water into a bowl to make 'a lake'.

What the setting needs to do to improve further

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

Due Date

- increase knowledge of safeguarding in regard to the action to take in the event of an allegation being made against a member of staff. 01/06/2018

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

- enhance staff's professional development opportunities that help raise the quality of teaching to an even higher level
- provide support for older children in sustaining their concentration during activities.

Inspection activities

- We carried out this inspection as a result of Ofsted's risk assessment process.
- The inspector completed two joint evaluations of activities with the manager.
- The inspector held a number of discussions with the manager, deputy manager, regional director, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager and staff how they reflect on their practice.
- The inspector took account of the views of parents through discussion provided at inspection.

Inspector

Ann Cozzi

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Managers show a lack of understanding in regard to staff's ongoing suitability. This has resulted in a failure to ensure that Ofsted are notified about all allegations made against staff. This compromises children's safety and welfare. Regular risk assessments are carried out and any potential hazards to children are identified, minimised or removed. All new staff are subject to checks to ensure that they are suitable to work with children. A record is maintained of all accidents and any medication that is administered to children. Staff, visitors and children's hours of attendance are recorded. This ensures that the manager can account for their whereabouts at any time. Staff provide parents with information about their children's learning using an online system. This helps to ensure that they are aware of their children's progress and how to support their learning at home. Parents and children's views and opinions are sought by the manager and the feedback is used to inform ongoing improvements.

Quality of teaching, learning and assessment is good

Staff gather information from parents about what their children already know and can do. This information is assessed and used to inform planning at the start. Staff complete ongoing observations that help them to plan activities that support children's good progress. Very young children show curiosity in their environment. They are able to reach toys and activities with ease. They walk or crawl around the indoor and outdoor areas, eagerly exploring the activities on offer. Children show a keen interest in musical instruments turning them over to explore all sides. They are supported by staff to learn about simple mathematics as they play with coloured bricks. They start to notice the patterns they have made.

Personal development, behaviour and welfare are inadequate

The provider's failure to meet safeguarding and welfare requirements compromises children's well-being. Children are well-behaved. Daily routines, games and activities along with staff support help children to learn about sharing and taking turns. Children talk about using soap to wash their dirty hands and how this helps to get rid of germs. Staff gather information about each child's routines and personal requirements, which helps them to meet their care needs. Children form bonds with their key person and other staff. This helps to ensure that their emotional needs are met. For example, young children hold up their arms for a cuddle when they are tired.

Outcomes for children are good

Children make good progress in learning. Babies watch staff with interest as they sing songs and rhymes. They show a good understanding as they begin to mimic actions by lifting their arms above their head. Toddlers successfully learn how to use sit and ride toys. They use their feet to propel themselves along and experiment with movement by going backwards and forwards. Children gain the skills needed for the next stage in their development and for their eventual move on to school.

Setting details

Unique reference number	EY289906
Local authority	Hertfordshire
Inspection number	1136079
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	98
Number of children on roll	108
Name of registered person	Busy Bees Day Nurseries Limited
Registered person unique reference number	RP900809
Date of previous inspection	12 August 2014
Telephone number	01438 365692

Busy Bees Nursery at Stevenage registered in 2004 and is managed by Busy Bees Day Nurseries Limited. The Nursery employs 33 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6.30pm. The setting provides funded early education for two-, 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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