

# Busy Bees Day Nursery at Bishops Stortford St Michaels Mead



Turners Crescent, St Michaels Mead, Bishops Stortford, Hertfordshire, CM23 4FZ

## Inspection date

17 July 2018

Previous inspection date

10 April 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- On occasions, staff are not deployed effectively in the pre-school age group.
- Children's behaviour is not managed consistently.
- Sometimes, staff do not give enough consideration to adapting their teaching so that children's changing needs and interests can be fully promoted during group activities.
- Partnerships with other settings where children attend are not consistently promoted.

### It has the following strengths

- The key-person system ensures that the care of the babies is tailored effectively to their individual needs. Staff are supportive and sensitive to the babies' feelings. Babies are looked after by warm and caring staff and they develop close bonds.
- Staff provide daily opportunities for all children to develop their physical skills. Children of all ages engage in an interesting range of activities and experiences outside. For example, they have fun as they confidently manage obstacles, explore different materials and create their own games, using their imaginations.
- Staff follow a programme of professional development, which includes regular supervisory meetings and training. This supports their knowledge of legislative changes.

## 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 staff are deployed effectively so that children benefit from consistently good teaching and learning experiences	17/08/2018
■ ensure that staff manage children's behaviour appropriately and consistently to build on children's understanding of acceptable behaviour.	17/08/2018

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

- adapt teaching to meet the changing needs and interests of children
- strengthen partnership working with other settings that children attend.

## 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 held a meeting with the nursery manager and regional director. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke with staff and children at appropriate times throughout the inspection.

## Inspector

Jo Rowley

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Recruitment and induction procedures are robust to ensure that staff are suitable to work with children. However, the deployment of staff at the start of the day is not well organised to ensure that children consistently benefit from the good learning experiences on offer during this time. Staff have positive partnerships with parents and inform them of the progress and achievements their children make. This supports parents to extend their children's learning at home. However, partnerships with other settings where children attend are not as consistent in promoting children's continuity of care. The nursery provides a range of policies and procedures, which is shared with parents, and staff implement correct procedures, such as when they receive a complaint. The arrangements for safeguarding are effective. Staff attend child protection training and they know the professionals to contact if they have a concern. The manager supports staff to understand their specific roles and responsibilities. Staff reflect and evaluate the nursery together. This ensures that action plans include the views of the whole staff team, parents and children to support continuous improvements.

### **Quality of teaching, learning and assessment requires improvement**

Staff complete regular observations and assessments. They identify children's next steps in learning, which informs the planning of activities and experiences. However, weaknesses in leadership and management mean that at the start of the day staff do not support children to engage in the rich opportunities available. Nevertheless, staff support children's communication and language development very well. For example, during story time staff use effective strategies, such as questioning and repetition, to promote this. Sometimes during activities, staff do not adapt their teaching to meet children's changing interests. Staff promote equality. They meet children's specific needs and work with other professionals. This promotes the care and education of all children.

### **Personal development, behaviour and welfare require improvement**

Young babies demonstrate that they are happy and settled and they form close attachments with staff and other children. However, not all staff consistently follow the nursery's behaviour management policy. On occasions, when children display unacceptable behaviours staff do not support them to learn right from wrong. Children follow suitable hygiene routines and staff encourage their regular handwashing. This supports children's understanding of healthy lifestyles. In addition, the nursery chef provides children with fresh, nutritious meals and snacks. Staff ensure that children with specific allergies are supervised effectively during mealtimes.

### **Outcomes for children require improvement**

Weaknesses in leadership and management mean that children do not consistently make good progress. However, they gain some of the key skills they need in readiness for school. Children develop early writing skills and they are confident communicators.

## Setting details

<b>Unique reference number</b>	125064
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1141300
<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>	80
<b>Number of children on roll</b>	135
<b>Name of registered person</b>	Busy Bees Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900809
<b>Date of previous inspection</b>	10 April 2017
<b>Telephone number</b>	01279 755522

Busy Bees Day Nursery at Bishops Stortford St Michaels Mead registered in 1999. The nursery employs 26 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday all year round, from 7.30am until 6.30pm. It provides funded early education for two-, three- and four-year-old children.

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