

Busy Bees Day Nursery at Portsmouth



North Harbour Business Park, Compass Road, Portsmouth, Hampshire
PO6 4SR

Inspection date	28 November 2018
Previous inspection date	5 February 2018

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires improvement	3
Effectiveness of 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 is a provision that requires improvement

- Effective monitoring and supervision of staff are not fully embedded to improve personal effectiveness. Room leaders and some of the management team, who are new to their role, are not fully supported to enable them to support and lead a team effectively.
- The assessment and planning links are not secure enough, which means individual learning targets are not consistently good, particularly during adult-led activities and for children who are quieter or need more support with their language skills.
- Leaders do not have a clear overview of children's progress. They do not precisely analyse the progress that specific groups of children make in their learning, to help raise children's developmental outcomes.

It has the following strengths

- The manager and staff work well together. Since the last inspection, the manager has prioritised improvements. For instance, she has ensured the key-person approach is used to support children's individual health and care needs.
- Staff promote children's mathematical learning well. Older children recognise numbers and staff extend this to help children learn to use mathematics purposefully.
- Staff are kind and caring. Children behave well. Staff are good role models as they help children learn to play cooperatively and to value their friends' differing needs.

What the setting needs to do to improve further

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

	Due date
ensure leaders have the necessary support and coaching to enable them to lead a team more effectively, to help improve the quality of teaching and learning to a good standard	04/01/2019
improve the use of assessment to ensure learning priorities are clear and use this information to tailor activities and teaching, to help children to make consistently good progress in all areas of their learning.	04/01/2019

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

- extend the tracking and monitoring of the progress of different groups of children to analyse what more can be done to promote the best possible outcomes for all children.

Inspection activities

- The inspectors observed the quality of teaching, indoors and outside, and the impact this had on children's learning.
- The inspectors spoke to parents, and took account of their written views.
- The lead inspector completed a joint observation with the manager.
- The inspectors checked evidence of the suitability of the staff, confirmation of staff training, policies and recruitment procedures, looked at a selection of children's records and discussed safeguarding procedures and the self-evaluation process.
- The inspectors spoke to the management team, staff and children, at convenient times during the inspection.

Inspectors

Tara Naylor
Nina Lambkin

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have a good understanding of how to keep children safe and how to report any child protection concerns. The manager monitors the quality of teaching and children's progress. However, she does not use this information to target support for those children who do not make appropriate progress in all areas of their learning. Since the last inspection, the manager has addressed the actions set. However, due to recent changes to the staff, including those in senior roles, some systems are not fully implemented to ensure all requirements are met. The manager, who is ambitious and experienced, knows what changes need to be made and is implementing change and working hard with staff to raise the standards. Staff supervision is completed, but this is not fully embedded for staff who are new to leadership roles. The lack of effective coaching and supervision for some staff hinders how they can support staff within their rooms as fully as possible.

Quality of teaching, learning and assessment requires improvement

Staff are qualified and experienced. They make regular observations and assessments of children's learning, and in the main, use this information to plan learning experiences that motivate children's play. However, at times, staff do not target areas of learning through well-planned activities to help all children, especially those who are quieter or need some extra support. This means that some children do not consistently make the progress of which they are capable. Nevertheless, staff do capture opportunities to help older children gain confidence in using mathematics in their play. For instance, older children learn to make modelling dough, as staff teach them how to count and follow numbered instructions. Toddlers benefit from opportunities to develop their language skills. For example, staff teach them the different names of fruit and vegetables when children pretend to go shopping. Staff read simple board books with babies, and encourage them to find the spots on the giraffe and stroke the fluffy part of the picture.

Personal development, behaviour and welfare require improvement

Staff work well with parents, which helps to support children's care needs appropriately. Children behave well and develop good relationships with their friends. However, sometimes staff do not consistently support quieter children to help them build confidence. Staff who work with babies foster strong bonds, to support their individual needs well. For instance, staff sit with children as they fall asleep. They stroke babies' heads and pat their tummies, showing children that they are with them to support their well-being and help them feel secure enough to sleep. Staff provide a welcoming environment for children to explore with plenty of opportunities for outdoor play and exercise.

Outcomes for children require improvement

Not all children make good enough progress and some children are not fully supported to achieve their full potential. Despite this, children develop some skills that prepare them well for school. Babies are curious about the world, and pre-school children are eager to try new things and work things out for themselves. Toddlers enjoy creative play and develop some early counting skills.

Setting details

Unique reference number	EY289898
Local authority	Portsmouth
Inspection number	10080377
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	126
Number of children on roll	71
Name of registered person	Busy Bees Day Nurseries Limited
Registered person unique reference number	RP900809
Date of previous inspection	5 February 2018
Telephone number	0239 2383030

Busy Bees Day Nursery at Portsmouth registered in 2008. It is situated within the North Harbour Business Park, in the Portsmouth area of Hampshire. The nursery is open weekdays from 7.30am to 6pm all year, with the exception of public holidays. It provides funded educational places for two-, three- and four-year-old children. The nursery employs 27 members of staff. Of these, 18 hold appropriate early years qualifications from level 2 to level 6 and one member of staff has early years teacher status.

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