

Inspection of Busy Bees Nursery and Creche

65-69 Mortimer Road, HEREFORD HR4 9SP

Inspection date: 16 October 2019

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The organisation of the nursery is weak and the manager has an unrealistic overview of the quality of the provision. The management arrangements and aspects of record-keeping are poor. Staff lack important safeguarding knowledge. They do not have a clear enough understanding of all of their key roles or confidence in their ability to fulfil them. This potentially compromises children's safety and welfare. That said, staff are warm and caring. They get to know children well on entry to the setting and attempt to establish secure bonds with their parents, but this is still developing. Staff help children to become comfortable and relaxed. The curriculum is generally broad and staff provide experiences for children that promote different aspects of their learning. Babies, toddlers and pre-school children all enjoy role play linked to their own early experiences. They pretend they are cooking, cleaning, going shopping and caring for baby dolls. However, teaching is variable. Due to weaknesses in the planning, activities are not well tailored to suit children's emerging ages and different stages of development. Children do not always benefit from the key support or challenges they require to further their learning. Staff manage behaviour in an age-appropriate and positive way. Children generally behave well. They listen to staff and follow directions. They learn to interact and play with others nicely. However, occasionally, children flit too readily between activities, become easily distracted and struggle to be absorbed in what they are doing. That said, children gain the basic key skills they need for their future learning. For example, pre-school children develop early literacy and mathematical skills as they draw pictures, learn letter sounds, count and complete number puzzles.

What does the early years setting do well and what does it need to do better?

- The manager does not have a good enough understanding of all up-to-date early years legislation. Furthermore, there is not always someone on-site who is capable to take charge in the manager's absence, including at the beginning and end of the day. This does not help to maintain the efficient running of the setting.
- The designated person responsible for safeguarding in the nursery has not completed relevant training. Furthermore, they are not always fully contactable to fulfil the requirements of this role. Staff do not have sound knowledge of the 'Prevent' duty guidance that details the risk that children may be subject to radical views or extreme practices. This does not help to keep children safe and protect them from all types of harm.
- The nursery is well laid out. The premises are secure. Staff complete daily risk assessment checks and cleaning jobs to ensure all areas of the premises are suitable for use. Toddlers and pre-school children cooperate and help with small tasks, such setting up activities, laying the table and tidying up.

- The arrangements for performance management of staff are not good enough. The support and mentoring systems lack focus. The manager does not focus on staff's professional development to further their confidence, boost their understanding of all their key roles and strengthen their teaching practice. This means children do not continually benefit from good-quality education and outcomes.
- Staff observe children and make some accurate assessments of their abilities. The environments are welcoming, bright and well-resourced. Children generally enjoy attending and have fun. Overall, they like playing and exploring, and they show some willingness to learn. However, staff do not utilise what they know about each child's age and stage of development effectively enough. They do not consistently provide children with targeted activities that fully inspire and motivate them, and promote key next steps in their learning to foster continually good progress.
- Staff promote communication and language skills. They talk to children and ask questions. Babies enjoy singing and exploring musical toys. Toddlers like looking at books and making marks with chalk. Pre-school children learn to sit and listen during group sessions. They discuss their recent experiences and share their ideas, such as the process involved in planting and growing watercress.
- The manager confirms that she and the majority of staff have received suitable first-aid training. However, she is unable to provide evidence of this due to poor record-keeping. Nevertheless, the manager ensures that ratios are always maintained, and children are well supervised throughout the nursery. Staff also know how to manage any unavoidable accident or injuries appropriately.
- Staff adhere to children's personal care routines sensitively. Toddlers and pre-school children become independent in managing their own care needs. Staff provide children with nutritious snacks. They also ensure all children access the outdoor play area every day. This helps promote some aspects of their physical well-being.
- Staff establish partnerships with parents. They talk to them every day and share communication diaries. Overall, parents comment that they are satisfied with the care provided. However, staff do not consistently share two-way information about children's development with parents to support home learning and ensure continuity between home and nursery.
- The manager does not monitor the quality of the provision, staff's practice, teaching and children's progress carefully enough. She is unable to identify and address all weaknesses to help maintain good overall standards throughout the nursery.

Safeguarding

The arrangements for safeguarding are not effective.

The nursery's designated safeguarding lead has not completed relevant training and is not always contactable. That said, staff are suitably vetted for their roles and benefit from an induction when they begin employment at the nursery. Managers and staff can identify some indicators of child abuse or neglect. They know how to

respond to basic concerns and understand how to liaise with some of the external agencies that offer safeguarding support. However, staff's understanding of wider safeguarding issues is weak. This does not help to keep children safe and protect them from all types of harm.

What does the setting need to do to improve?

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

	Due date
gain a greater understanding of up-to-date early years legislation to maintain the safe and efficient organisation of the setting	04/11/2019
review the management of the setting and ensure there is always someone on-site who is capable to take charge in the manager's absence, including at the beginning and end of the day	04/11/2019
improve staff knowledge and understanding of wider safeguarding issues, including the 'Prevent' duty guidance that details the risk that children may be subject to radical views or extreme practices, to protect from all types of harm	04/11/2019
ensure that the designated person responsible for safeguarding in the nursery completes relevant training and is always contactable to fulfil the requirements of this role	04/11/2019
enhance the support and mentoring systems and sharpen the focus of professional development to improve staff confidence, boost their understanding of all their key roles and strengthen their teaching practice to improve the outcomes of all children	02/12/2019
review record-keeping and provide evidence that there is always at least one trained first-aider working on-site	04/11/2019

improve the planning and provide children with more targeted activities that help to promote the key next steps in their learning to foster consistently good progress	02/12/2019
enhance parent partnerships and consistently share two-way information about children's learning and development with them to promote good continuity between the nursery and home.	02/12/2019

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

- monitor the quality of the provision, staff's practice and teaching and children's progress more closely to identify and address all weaknesses to help raise the standard.

Setting details

Unique reference number	EY414908
Local authority	Herefordshire
Inspection number	10126290
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	35
Number of children on roll	38
Name of registered person	Busy Bees Nursery and Creche Limited
Registered person unique reference number	RP530024
Telephone number	0143 226 5375
Date of previous inspection	22 January 2016

Information about this early years setting

Busy Bees Nursery and Creche registered in 2010. The nursery employs 13 members of childcare staff. Of these, all 13 hold appropriate early years qualifications at level 3 and above. The manager has a foundation degree in early years. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for two,- three- and four-year-old children.

Information about this inspection

Inspector

Josephine Heath

Inspection activities

- The inspector toured the nursery with the manager. She observed the resources, toys and equipment, indoors and outside. She also held discussions with the manager about how children's learning, safety and welfare are promoted.
- The inspector observed the quality of teaching during activities indoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery of a planned activity in the pre-school.
- The inspector spoke to staff and held a meeting with the nursery manager. She looked at relevant documentation and checked evidence of the suitability of the manager and all staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

We carried out this inspection 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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