

Inspection of Busy Bees Day Nursery at Chandlers Ford

Pilgrims Close, Valley Park, Chandler's Ford, Eastleigh, Hampshire SO53 4SD

Inspection date: 31 October 2019

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
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

Leaders have limited expectations for all children. They fail to ensure staff provide children with good-quality teaching. The children's experiences vary considerably depending on the room they attend and the amount of staff available to work with them. For example, in the pre-school room, weaknesses in staff deployment and organisation limit the amount of time spent with the children. This leads to a lack of challenge for the children. In particular, older groups of boys run around the pre-school room, which affects other children's learning. Staff in the toddler room lack experience in planning for young children's needs, and activities fail to capture their interest or are too difficult for them. Despite this, staff working with the babies use their experience and qualifications well. Babies benefit from attentive staff who promote their learning. Children behave well and receive suitable praise from staff. All children enjoy free play outside, which helps to support their health. Staff lack knowledge of safeguarding matters and procedures. This compromises children's welfare and safety.

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

- Leaders do not sufficiently monitor the understanding of the designated safeguarding lead, or other staff, of safeguarding issues. Staff have a poor understanding of the Local Safeguarding Children Board procedures. They fail to follow these when they are made aware of a concern about a child. Procedures for checking staff's suitability are weak. Although managers complete Disclosure and Barring Service checks for staff, they fail to fully check the suitability of some staff.
- Procedures for supporting staff performance are ineffective. Leaders fail to take appropriate action to reduce staff workload and ensure staff's well-being sufficiently. Not all staff benefit from regular supervision opportunities in order to improve their personal effectiveness and quality of teaching further. This impacts on their ability to spend purposeful time supporting the children in their learning and to promote good outcomes for them all.
- Staff in the baby room offer an interesting and varied curriculum that successfully meets the needs of the younger children. For instance, babies enjoy exploring with sensory materials to help develop their small physical skills. They develop confidence in early communication. For example, staff sing songs and read books to build children's vocabulary.
- The provision for the older children does not meet their needs effectively. Although toddlers enjoy playing with resources available to them, staff's teaching lacks purpose and does not successfully build on what children need to learn next. Children wander around the play areas with occasional interaction from staff. This does not provide children with opportunities to develop their communication and language skills. In the pre-school, the busy, and sometimes

chaotic, environment limits quieter children's confidence. In addition, it does not help children to concentrate and persevere at activities.

- The nursery has undergone a significant period of change with regards to staffing, which has impacted on the quality of the service provided. However, the new leadership team has an accurate understanding of what needs to be changed. It is taking steps to address weaknesses, although these plans are in their infancy.
- Parents report positively on the care their children receive. However, information sharing with parents is not fully effective. Parents are not always provided with clear and accurate information about their child's day, for instance about the activities experienced or how to support learning further at home.
- Children play in a clean environment and benefit from healthy lifestyle practices, such as washing their hands before mealtimes. Nappy and care routines, including supporting children to develop independence in toileting, are appropriate. Improvements to the organisation of routines at sleep times ensure children are always supervised by staff when resting.
- Staff caring for babies are attentive and ensure children's health needs, such as additional dietary needs, are appropriately supported. Children show they enjoy the range of meals on offer and develop their independence, including serving themselves or wiping down the tables after mealtimes.

Safeguarding

The arrangements for safeguarding are not effective.

Despite recent training, staff have a limited understanding of the nursery's safeguarding policy and procedures. Staff fail to maintain robust records of any concerns about children's welfare. They do not act on matters that affect children's welfare in a timely way. Furthermore, not all staff know how to identify signs that a child may be at risk of harm, including from extreme views. However, staff show a suitable awareness of when to report a concern about the behaviour of another member of staff. Staff's suitability cannot be assured. Leaders show a weak understanding of safer recruitment procedures. For example, they are unaware that they need to complete additional checks for staff who have lived or worked abroad to fully check staff's suitability.

What does the setting need to do to improve?

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

	Due date
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ensure all staff, including the designated safeguarding lead, understand local safeguarding procedures and how to report concerns in a timely manner	05/12/2019
ensure all staff know how to identify possible signs that a child may be at risk of harm and understand how to implement the nursery's safeguarding policy and procedures in the event of a concern about a child's welfare	05/12/2019
ensure that staff are deployed effectively to meet the individual needs of the children	05/12/2019
ensure staff receive effective supervision, support, coaching and training to ensure they fulfil their roles and responsibilities	05/12/2019
provide accurate information to parents about the activities that their children have undertaken to help promote positive partnerships between the home and setting	05/12/2019
monitor and improve staff's teaching skills to ensure that all children receive the support they need to make good progress in their learning and development, including that staff are clear about the learning intention of all activities and that these meet the needs of the children	05/12/2019
ensure that additional checks are completed on staff who have lived or worked abroad to fully check their suitability to work with children.	05/12/2019

Setting details

Unique reference number	EY225569
Local authority	Hampshire
Inspection number	10128063
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	116
Number of children on roll	116
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	0238 0262703
Date of previous inspection	24 November 2016

Information about this early years setting

Busy Bees Day Nursery at Chandlers Ford is part of a large chain of nurseries. The nursery registered in 2002 and operates in purpose-built premises in Chandler's Ford, Hampshire. The nursery opens five days a week, all year round from 7.30am to 6.30pm, except for public holidays. The nursery receives funding to provide free early education for children aged three and four years. The nursery employs 29 members of staff to work with the children. Of these, 19 hold early years qualifications, most of which are at level 3.

Information about this inspection

Inspectors

Tracy Bartholomew
Melissa Cox

Inspection activities

- The inspection was carried out following the risk assessment process.
- The inspectors observed all areas of the nursery that the children have access to.
- A learning walk was completed by the lead inspector, and two joint observations were carried out by the second inspector, to establish what the intent, implementation and impact is of the curriculum.
- The inspectors held discussions with the staff, the management team and parents as appropriate throughout the inspection.
- The inspectors engaged with children during the inspection.
- The inspectors discussed and reviewed evidence about staff suitability and training.

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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