

# Inspection of Busy Bees Day Nursery at Greenwich

87 Antelope Road, London SE18 5QG

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Inspection date:

8 January 2020

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Most children build well on their physical, emotional and communication skills in preparation for next stages in their learning. However, the quality of children's learning experiences is inconsistent as teaching practice is variable. A music session for babies finished abruptly as staff did not plan the activity well enough to capture children's interest. Nevertheless, babies are emotionally secure and feel safe. They are curious to look at pictures of themselves and their families. Staff make use of these opportunities to help them learn about what makes them unique. Parents speak highly of the opportunities staff provide for children to be physically active. Older children focus well as they learn to throw a ball in a planned direction, to knock down skittles. Toddlers enjoy walking on balancing equipment and babies crawl eagerly through a tunnel. Children behave well, and staff teach them to share and take turns during activities. Children with special educational needs benefit from activities that help to stimulate their curiosity to explore with their senses. However, managers do not ensure that all staff assess and plan precisely to support individual children's learning. Although the management team has high expectations for all children, they have not addressed these inconsistencies effectively to achieve good standards in the quality of individual children's learning and care.

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

- Self-evaluation is weak and the manager's drive for improvement has not been fully effective to meet some recommendations set in the previous inspection. Staff induction, supervision and training requires improvement.
- The management team does not ensure that staff changes are managed fully effectively to minimise inconsistencies in teaching practice. There is also some variability in the quality of assessments and monitoring of children's progress. Although most children make typical progress in their learning and development, some do not have consistent opportunities to achieve their full potential given their starting points.
- Some staff attend training to support children with special educational needs and/or disabilities. However, they do not have consistent opportunities to share their knowledge and skills with other staff, so they can work together effectively to continually improve learning experiences for individual children.
- Older children show a keen interest in books. They show familiarity with stories and are motivated to join in repetitive words and phrases. Children build on their early literacy skills.
- Toddlers, including those who speak English as an additional language, build on their vocabulary and communication skills. Babies learn to name objects. For example, when staff show them a toy, they identify it is a model of a 'fireman'. These opportunities also help young children to build on their early

understanding of the wider community.

- Staff support older children well to help them build on their mathematical skills. For example, when two children volunteer to set up the table at mealtime, they teach them that half of six is three and give them three bowls each to set up.
- Staff provide opportunities for children to be creative. Toddlers use their imagination to make shapes out of play dough and learn to assign meaning to the shapes they make.
- Children form positive emotional relationships with staff. Babies feel free to initiate interactions with them. For example, they excitedly sought staff attention to show them an aeroplane that they spotted in the sky.
- Older children learn to regulate their behaviour. For example, they play a fun game of walking on tiptoes and keeping quiet as they walk past rooms in which children are sleeping. Toddlers build on their independence. They learn to tidy away resources after use.
- Staff provide healthy meals for children. They plan menus that help to meet children's individual dietary needs. These arrangements help to promote children's good health.
- The management team supports staff well to help them manage their workload effectively and to maintain their emotional well-being.
- Overall, the management team works closely with parents, other settings and professionals to provide a joint approach to children's learning and care. However, they have not established the most effective ways to promptly share information with parents about staff changes.

## Safeguarding

The arrangements for safeguarding are effective.

The management team and staff know how to identify signs and symptoms of abuse. They understand their responsibility to prevent children in their care from harm and know who they should refer matters to should they have concerns for children's welfare. Staff complete regular risk assessments of the premises and equipment to identify and minimise any risks to children's safety.

## What does the setting need to do to improve?

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

	Due date
improve the arrangements for staff induction, training and ongoing support, so the quality of teaching is consistently strong, including at times when there are staff changes and new staff take over	14/02/2020

improve assessments and monitoring of children's progress so they are consistently effective in identifying children's individual learning needs and supporting their steady progress from their starting points.	14/02/2020
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**To further improve the quality of the early years provision, the provider should:**

- strengthen processes for sharing information with parents so they are informed promptly of any changes to the staff team
- improve self-evaluation to identify and address all weaknesses to practice and provision.

## Setting details

<b>Unique reference number</b>	EY486926
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10076438
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0208 8553716
<b>Date of previous inspection</b>	4 May 2016

## Information about this early years setting

Busy Bees Day Nursery re-registered in 2015. It is situated in Woolwich, in the London Borough of Greenwich. The nursery is open each weekday from 7.30am to 6pm throughout the year. The nursery employs 14 members of staff, 12 of whom hold appropriate early years qualifications at level 2 or above. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Geetha Ramesh

### Inspection activities

- The inspector carried out a learning walk with the manager and assessed how the team plans and implements a curriculum that meets the needs of the children.
- The inspector observed children and how staff interacted with them.
- The inspector carried out a joint observation with the assistant manager and assessed how leaders and managers monitor teaching practice.
- The inspector met with parents and took account of their views.
- The inspector held discussions with the management team and staff at appropriate times and sampled documents, including staff suitability checks.

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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