

Inspection of Busy Bees Day Nursery at Maidstone Hospital

Maidstone Hospital, Hermitage Lane, Maidstone, Kent ME16 9QQ

Inspection date: 17 August 2021

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

Young children learn good hygiene routines and build their independence. For example, they wipe their hands before eating and feed themselves. Babies and younger children develop their communication and language skills effectively. For instance, staff sing with them before lunch and use sign language. Very young children build their confidence well, they wave and smile at adults. Children enjoy a healthy balanced diet and have ample food and drink throughout the day.

However, some younger children miss rich opportunities to explore and experience the outside space throughout the day to fully develop their physical and emotional health. At times, staff are too focused on the daily routine, particularly sleep time, rather than considering each child's individual needs. As a result, some children wander around the middle of the room. They sit on the floor playing with their shoes or rolling on mats, while other children are trying to sleep.

Children successfully develop their knowledge of the world around them. For instance, they look at the African land snails with staff and they talk about the colour of its shell. Children use pencils to draw insects and ask how many legs a ladybird has. This helps to successfully build their early writing and numeracy skills. The outside space for pre-school children does not consistently offer sufficient challenge. As a result, children do not sustain their interest and concentration in their learning.

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

- The curriculum intent is not fully embedded and communicated well across the nursery by leaders, so that all staff know what this means for their practice. As a result, some staff do not understand what they want children to learn and do not effectively engage children in activities. Despite this, some staff demonstrate an understanding of how to build on what children know and can do well. Therefore, the quality of staff teaching is variable. Sometimes, the organisation of activities and routines do not meet all children's ages and abilities, including those with special educational needs and/or disabilities.
- Parents are happy with the service the nursery provides. They comment that staff share regular information with them about their children's progress. Parents know who to contact if they had a concern about the setting. Staff throughout the COVID-19 (coronavirus) pandemic have successfully adapted their way of communicating with parents to help support children's learning at home. For example, staff have posted virtual videos with songs and read books. They organised 'pen pal' letters for children to send to their friends.
- The new manager has systems in place to closely monitor the quality of staff knowledge and teaching skills, although, these are not yet fully effective. Leaders do not make sure that the staff to children ratio requirements are

continually met, with particular regard to the amount of unqualified staff working with children early in the morning. Despite this, qualified staff arrived during the morning to rectify the staffing levels.

- Risk assessments are effective. Staff maintain appropriate procedures to help minimise the risk of cross infection. For example, they clean the areas regularly where children eat and wear masks when greeting parents. Staff record any accidents or injuries accurately and share the information promptly with parents. They obtain prior written consent for each medicine they administer to children, as required.
- Staff follow babies and younger children's emerging interests. For instance, they look at the tractors and diggers that are operating behind the setting together. Staff count with younger children to help them learn to recite numbers in order and encourage their mathematical skills. They play 'peek-a-boo' with children when they instigate the game. Although, not all staff at the nursery support children's learning well. This means that some children receive better quality teaching than others.
- Children have opportunities to learn about similarities and differences around them. For example, staff celebrate different festivals, such as Eid. They display posters and words across the setting about children's backgrounds and home languages. However, occasionally, staff do not make the most of the activities and resources to fully extend children's knowledge and understanding further.
- Staff are kind and caring towards children. They give them extra care and attention, when needed. Overall, staff help children learn about behaviour expectations by providing them with clear guidance and explanations.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs that would cause them concern about a child's welfare and the processes to follow. Staff designated to take the lead for safeguarding know the local safeguarding partnership's procedures. They understand how to escalate their child protection concerns or allegations against staff, if leaders do not take action. Staff are knowledgeable about current legislation and guidance, such as the 'Prevent' duty. They know how to identify children who are at risk of radicalisation. Leaders have effective systems in place to check that staff are and remain suitable to work with children, including robust vetting and recruitment processes.

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 children have opportunities to explore and enjoy the outside space, and make sure activities are sufficiently challenging for pre-school children to keep their engagement in their learning	28/09/2021
improve the organisation of routines, particularly sleep time, to ensure that it meets all children's individual needs	28/09/2021
implement effective support and coaching for staff to develop the quality of teaching, and implementation of the curriculum intent to help children fully prepare for their future success	28/09/2021
maintain the appropriate staff to children ratios at all times, with particular regard to unqualified staff working with children.	14/09/2021

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

- make better use of the activities and resources for children, particularly those who speak English as an additional language, to help extend and fully build on children's understanding of each other's differences.

Setting details

Unique reference number	EY299059
Local authority	Kent
Inspection number	10205072
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	112
Number of children on roll	165
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01622 226515
Date of previous inspection	9 October 2017

Information about this early years setting

Busy Bees Day Nursery at Maidstone Hospital registered in 2005 and operates in the grounds of Maidstone Hospital, Maidstone, Kent. The nursery is open Monday to Friday, from 7am to 7pm throughout the year. The provider receives funding to provide free early education for children aged two, three and four years. There are 14 members of staff with relevant childcare qualifications, one with qualified teacher status and 13 unqualified staff.

Information about this inspection

Inspector
Sarah Stephens

Inspection activities

- This was the first routine inspection the provider received since COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation.
- The inspector observed the quality of education and the impact this has on children's learning and development.
- A learning walk was conducted with the manager and the inspector.
- The inspector held discussions with leaders and staff at appropriate times throughout the inspection.
- This inspection was carried out following the risk assessment process.

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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