

Inspection of Busy Bees Nursery and Creche

65-69 Mortimer Road, HEREFORD HR4 9SP

Inspection date:

14 September 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The experiences for children who attend this nursery are variable. Not all children access appropriate learning opportunities to help them make good progress. Children in the toddler room are not fully engaged and at times the room is chaotic and noisy, with some children wandering aimlessly between activities. Furthermore, younger children do not consistently experience good hygiene practices.

That said, babies enjoy activities that take place in a calm and inviting environment. They are happy, settled and form close bonds with staff. They demonstrate that they feel safe and secure as they seek out staff for a reassuring cuddle when they are tired or unsure of visitors. Staff are nurturing and attentive to babies' needs. They encourage babies to have a go at activities, such as climbing soft-play steps and playing musical instruments. This helps to build babies' confidence. Older children are confident to share ideas and extend their own play. They eagerly take part in a variety of interesting activities which promote their learning and enjoyment.

Children's behaviour is generally good. They learn to socialise with others, share and take turns as they play with their friends. Older children are beginning to understand the concept of sharing. They know that if they are playing with a toy that someone else wants, they must pass it on to them when the sand has run through the egg timer.

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

- The provider, who is also the manager, has made some changes since the previous inspection. She has employed two deputy managers. Staff supervision meetings have been introduced and staff have attended some training to support their professional development. However, although the quality has improved, some changes have yet to be fully embedded to ensure consistency throughout the nursery and raise the quality to a good level.
- The provider has an overview of the curriculum and knows what she intends children to learn. However, this is not embedded into practice. Babies and pre-school children's experiences differ to those in the toddler room. Children in the toddler room do not benefit from well-planned activities to promote their learning. For example, during a parachute activity to develop children's colour recognition, staff do not guide children's leaning and it quickly becomes chaotic. As a result, the learning intention is lost.
- The provider and deputy managers have started to monitor staff practice. However, the deputy managers are often included in ratios. Consequently, they do not have the capacity to carry out these observations or to support staff's practice to improve.

- Younger children's good health and hygiene are not consistently supported. Staff in the toddler room have introduced an activity to teach children about brushing their teeth. However, although every child has a named toothbrush, they frequently pick up other children's toothbrushes, put them in their mouths and walk around with them. Furthermore, in the baby room, babies pick up and drink out of other children's cups.
- The provider has introduced an online system since the last inspection to share information with parents. However, all parents spoken to during the inspection do not feel that they are provided with sufficient information about their child's learning and development. That said, parents are complimentary about the quality of care their children receive. They say that their child loves to attend, and that staff are friendly.
- Staff in the pre-school room plan activities based on children's current interests and stage of development. Children develop their imaginations as they sit on a stool that staff have covered with foil. They count to five, shout 'blast off' and pretend to fly round the room on their rockets amidst lots of fun and laughter.
- Older children are totally engrossed in building with magnetic shapes. They concentrate as they build, and talk about the house they have made and the shapes they have used. Staff value children's work and children are proud of their achievements. Staff carefully place children's creations on the 'work in progress' table, so children can return to it later if they wish to do so.
- Children who speak English as an additional language are supported well. Staff model single words and encourage children to repeat them. Children's backgrounds and cultures are valued. Staff are aware of children's individual family circumstances. They work closely with families and outside agencies to ensure children receive any additional support they may need.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a good awareness of the signs and symptoms that may indicate that a child is suffering from abuse or neglect. This includes wider safeguarding issues, such as 'Prevent' duty. Staff attend safeguarding training to ensure that they keep their knowledge up to date. They know the procedures to follow if they have concerns about a child, and contact details of where to obtain support and advice are readily available. All staff are checked to ensure their suitability to work with children. The premises are safe and secure.

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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implement ways to monitor staff practice more precisely in order to raise the quality of teaching so that it is consistent across the nursery	29/10/2021
ensure that all children are consistently provided with enjoyable and challenging experiences to enhance their learning.	29/10/2021

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

- explore ways to provide parents with even more information to enable them to be fully involved in their child's learning
- help children to learn about the importance of good hygiene practices, with specific regard to the use of toothbrushes and drinking cups.

Setting details

Unique reference number	EY414908
Local authority	Herefordshire
Inspection number	10129419
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	35
Number of children on roll	25
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	16 October 2019

Information about this early years setting

Busy Bees Nursery and Creche registered in 2010. The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including two who hold level 5. 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

Rebecca Johnson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- A meeting was held between the inspector, the provider and one deputy manager.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations with the deputy manager.
- The provider and the inspector completed a learning walk together. They observed staff's teaching practice during activities.

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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