

Inspection of Busy Bees Day Nursery at Reigate

Lesbourne Road, Reigate, Surrey RH2 7JP

Inspection date: 27 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children receive warm and welcoming greetings from staff upon their arrival. They enjoy exploring the resources and activities that staff plan according to their individual interests and learning needs. For example, toddlers learn about experiencing visits to the hospital through well-planned role play. Staff show a secure knowledge of children's levels of development and learning needs. They clearly understand the plan for the curriculum and implement this well overall. However, staff deployment is sometimes not effective in ensuring that staff are able to meet all children's needs. Also, some staff occasionally allow daily nursery routines to take precedence over providing high-quality interactions.

Older children speak confidently about their experiences. For example, they talk about their photographs on the 'our community board' and who the different important members of their family are. They describe where they were and what they were doing. This supports children to develop a positive sense of self and to understand about different families and the wider community. Children access an environment that is clean. However, not all staff undertake appropriate hygiene practices or enable children to learn to manage personal care. Children learn to manage their behaviour and staff sensitively encourage and support incidents that arise. For example, with support from staff, children explore how to share their bricks out fairly when other children wish to join their game.

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

- Management do not always ensure that staffing arrangements are effective. At certain times of the day, there are enough staff to meet the ratio requirements, but they are not deployed well enough. This means that, on occasions, staff are unable to meet the needs of all children fully and consistently.
- Children learn to value the opinions of others and staff foster a culture of respect for uniqueness and differences. Children learn about democracy as they vote on many aspects during the day, such as the books for story times.
- Staff gain a clear knowledge of children's backgrounds and heritages. They enable children to learn about celebrations from their friends' cultures. Children expand their understanding of their immediate community and wider world. For example, they have pen pals in Australia and work with a local supermarket about a planting initiative.
- Staff build strong relationships with parents and embrace support from other professionals involved in children's care. Parents know who their child's key person is. They comment that they remain up to date about their child's development, such as through the online system and through daily discussions.
- Children make secure friendships with each other and enjoy taking the lead in their play experiences. Nearly all staff make the most of every interaction with

children to extend children's learning and support development. However, this is not fully consistent across the provision. For example, some staff become distracted by routine tasks. This means that, sometimes, young children are not soothed quickly enough when distressed.

- During the COVID-19 (coronavirus) pandemic, management enhanced cleaning regimes and procedures. However, staff sometimes omit to follow general good hygiene practices or to consistently enable children to learn about how to manage their own needs. For example, dummies and cutlery are not always cleaned after being dropped on the floor.
- The manager fully understands her clear plans for the curriculum and that to develop new skills, children need to be taught a sequence of elements. Staff plan a wide range of opportunities and experiences across all areas of learning. These range from focused activities based upon building on what children need to learn next, to those activities that children can choose for themselves. On occasions, staff do not always make sure that the activity or resources are at the right level for the ages of the children. For example, some books staff read to young children are too complex for them to understand. Also, some questions asked of older children are too simple and do not extend learning.
- Children with special educational needs and/or disabilities receive early support. This enables prompt diagnosis and support plans to be implemented swiftly. Staff use additional funding children receive specifically to enhance the outcomes for individuals. Staff work with other professionals to enable gaps in learning to close swiftly.

Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their roles and responsibilities in safeguarding children. They have a clear knowledge of child protection, including the wider aspects of safeguarding. Staff have regular training to update their knowledge and they demonstrate a clear understanding of the setting policies. They know their local safeguarding procedures and how to refer any concerns. The manager follows safer recruitment procedures to ensure that staff caring for children are suitable. The leadership team provide effective support for staff. Staff know they can approach them and that leaders will listen to their concerns and take action. Staff have individual and group meetings with leaders, enabling them to access further training and professional development opportunities. Staff manage any accidental injuries that may occur and make clear written records.

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 that staffing arrangements and deployment meets the needs of all children	11/10/2021
build on support for staff to enable them to offer consistently high levels of interactions with children, while effectively incorporating nursery routines	11/10/2021
ensure that staff promote the good health of children and consistently follow effective hygiene routines.	11/10/2021

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

- support staff to enhance their knowledge of how to aim interactions with children at appropriate levels to build on children's communication and language skills.

Setting details

Unique reference number	EY153169
Local authority	Surrey
Inspection number	10206957
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	98
Number of children on roll	98
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	01737 249109
Date of previous inspection	24 October 2016

Information about this early years setting

Busy Bees Day Nursery at Reigate registered in January 2002 and is part of the Busy Bees Day Nurseries (Trading) Limited. The setting is open Monday to Friday, from 7.30am to 6.30pm, all year round. The nursery is located in Reigate, Surrey and is in receipt of funding for the provision of free early education to children aged two, three and four years. A team of 29 staff work with the children. Of these, 17 staff hold relevant early years qualifications.

Information about this inspection

Inspectors

Helen Penticost

Clare Perry

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- The manager and the inspectors completed a learning walk together and discussed the curriculum.
- The inspectors carried out several joint observations with the managers, spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspectors.

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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