

Inspection of Busy Bees Day Nursery at Bristol, Emersons Green

St. Lukes Close, Emersons Green, Bristol, Avon BS16 7AL

Inspection date: 16 November 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

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

The provider has failed to monitor the nursery sufficiently. Senior managers and staff do not fulfil their roles and responsibilities to promote children's welfare or their learning and development. Children's safety and well-being are at significant risk because safeguarding practice is weak.

Children's learning and development are significantly compromised because staff fail to implement a well-designed curriculum effectively. Overall, staff deploy themselves well enough to supervise children. However, they do not engage in high-quality interactions with children, including those with special educational needs and/or disabilities (SEND). As a result, they do not extend children's enjoyment, learning and development. Staff do not know what they want children to learn and do not plan purposeful activities that focus on children's individual needs. During outdoor play, pre-school children spend long periods of time with limited interaction from staff. As a result, quieter and less-confident children wander aimlessly between resources. The poorly implemented curriculum results in some children becoming restless during activities, such as when large-group times go on too long. Toddlers explore flour in trays while staff stand and watch them.

Staff are friendly and caring. They make their expectations for positive behaviour clear and encourage children to behave well. Some children show they are happy and settled at the nursery. For example, babies snuggle into staff for cuddles and pre-school children are confident to choose resources as they engage in energetic pretend play as firefighters with their friends. Due to weaknesses in staff qualifications, training and support, staff do not use effective strategies to support children's emotional well-being. Some children do not settle well and become distressed for long periods, which hinders other children's enjoyment and learning.

Due to the COVID-19 pandemic, parents no longer enter the nursery. They drop off and collect their children from the door. Parents state that sometimes handovers are 'chaotic'. Parents report that due to the many staff changes, they do not know who their children's key person is. Parents receive some basic information online, but do not feel sufficiently informed about their children's care, learning and development or how they can support their children's learning at home.

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

- There has been a high turnover of staff throughout the nursery and recent changes to the management team. The provider does not ensure that the required staff qualification ratio levels are met. There are numerous occasions in the different base rooms where there is only one qualified member of staff and other staff are unqualified. This does not meet the requirement to ensure that at

least half of all other staff working directly with the children hold an approved level 2 qualification.

- The provider does not ensure that all staff receive an effective induction to help them understand their role and responsibilities. Some staff do not know what to do if they have any concerns about a child and are not confident in their understanding of wider safeguarding matters. The provider does not ensure that child protection records are accurately maintained. Some important safeguarding information is not shared with relevant staff involved with the children. These weaknesses place children at significant risk of harm.
- Systems for sharing information are poor. The key-person system is weak and lacks consistency, particularly for toddlers and pre-school children. Staff frequently move from room to room and are not able to get to know their key children well enough to enable them to meet children's needs. They do not know what children can already do or what they want them to learn next. Staff do not receive a handover when they take on new key children. This means they know little about the children and their families.
- Managers use some additional funding appropriately to help support children. However, the provider does not ensure that all staff, including the new special educational needs coordinator, receive training and guidance to help them provide appropriate support for children with developmental delays and SEND. Some staff do not know who to liaise with in the nursery if they have concerns about a child's development or need support with individual education plans. This means children with SEND and those requiring additional support are at significant risk of falling further behind.
- Senior managers have identified some areas for improvement but have not identified all breaches in requirements. While the new manager has accurately identified weaknesses in teaching and learning, and is beginning to meet with staff to identify their training needs, not enough has been done to tackle staff's poor implementation of the curriculum. In addition, insufficient action has been taken to address weaknesses in staff practice that put children at significant risk of harm.
- Staff share books with toddlers to support their language and literacy skills. Most pre-school children enjoy singing activities. Older children are confident to approach unfamiliar adults and talk about their play with their friends.
- Children benefit from nutritious snacks and meals. They develop their physical skills, indoors and outdoors. For instance, babies crawl through tunnels and build towers with wooden rings. Older children manoeuvre plastic gutters to create ramps to roll balls down.
- Children of all ages share, take turns and show respect for others. Staff support children to develop some self-care skills. For example, staff encourage toddlers and pre-school children to pour their own drinks. Some older children learn to put on their own coat before they go outside to play. Staff support babies' individual sleep routines.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that all staff have a secure knowledge and understanding of child protection and safeguarding. Some staff are not able to identify the signs that a child may be at risk of harm. They do not have sufficient understanding of how to recognise concerns that children may be vulnerable to wider safeguarding matters, such as extreme views and behaviour, and female genital mutilation.

The provider does not monitor practice with regards to children that are subject to a multi-agency plan to ensure staff work closely with other professionals. They do not ensure accurate child protection records are maintained and important information is not shared with the relevant staff to promote children's welfare.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
increase staff awareness of current safeguarding good practice to ensure they are able to identify signs of possible abuse and or neglect at the earliest opportunity to enable them to respond in a timely and appropriate way to any concerns	01/12/2021
ensure that child protection records are maintained and information shared with relevant staff and other professionals, to keep children safe	01/12/2021
ensure that the required staff qualification ratios are maintained at all times for staff working directly with children, to support children's welfare and promote the best possible outcomes	01/12/2021
ensure all staff, including agency staff, receive adequate induction training to help them understand their roles and responsibilities	01/12/2021

provide staff with guidance, training and coaching to enable them to effectively support all children with additional needs	04/01/2022
ensure staff have effective supervision which supports their professional development and gives them the required training and skills to undertake their designated roles	04/01/2022
ensure key persons are able to fulfil the requirements of this role and that they know children well enough to offer the child and their parents the required support.	04/01/2022

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

	Due date
improve information sharing with parents/carers to ensure they receive information about their children's learning and development and how they can support their child's progress at home	04/01/2022
improve staff's implementation of the curriculum to ensure activities are tailored to what children need to learn next to help them progress in their learning and development.	04/01/2022

Setting details

Unique reference number	136018
Local authority	South Gloucestershire
Inspection number	10214101
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	1 to 4
Total number of places	105
Number of children on roll	87
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	01179 568222
Date of previous inspection	29 November 2016

Information about this early years setting

Busy Bees Day Nursery at Emersons Green, Bristol registered in April 2000. The provision opens Monday to Friday all year apart from bank holidays. It is open from 7.30am to 6pm. The nursery employs 18 staff who work directly with the children. Of these, five hold a relevant qualification at level 3 or above, two hold a relevant qualification at level 2 and 11 staff are unqualified. The nursery employs a manager who holds a relevant qualification at level 3. The nursery employs a chef. The nursery receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspectors

Karen Allen
Terri Breakwell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- We carried out the inspection as a result of a risk assessment, following information we received about the provider.
- The inspectors, area manager and manager completed a walk around the nursery together.
- The manager carried out a joint observation of an activity with an inspector and evaluated the quality of teaching and learning.
- The inspectors talked to staff and children at appropriate times throughout the inspection.
- Parents discussed their views of the nursery with an inspector.
- The inspectors held a meeting with the senior management team and the manager. They sampled a range of documents, including staff qualifications and suitability checks, registers and child protection records.

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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