

Inspection of Busy Bees Day Nursery at Telford Priorslee

Priorslee Avenue, Priorslee, TELFORD, Shropshire TF2 9NR

Inspection date: 12 January 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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 management team has failed to ensure that the learning environment, both indoors and outdoors, meets children's individual needs, includes their interests, or offers them challenge. Additionally, some staff, including some who work with children with special educational needs and/or disabilities (SEND) do not know what they want children to learn next. They do not plan motivating learning experiences for children. This results in some children wandering around aimlessly and becoming bored. As a result, some children's enjoyment, learning and development is not fully promoted. The management team does not ensure that there are enough staff working directly with the pre-school children during busy times of the day, such as lunchtimes. This creates a chaotic environment, with children feeling restless and not engaged in purposeful play or learning.

Due to weaknesses in training and support, staff in the baby room lack the knowledge and skills needed to support unsettled children. This, along with an environment that does not interest or challenge babies well enough, leads to them feeling distressed and not engaged in play or learning. During lunchtime babies are more settled. This is because they are engaged in a focussed activity. Staff support older babies with their independence and communication skills well at lunchtime.

However, among this chaotic environment, there are some activities that promote children's learning. For example, pre-school children enjoy an adult-led sticking and gluing activity that is tailored to extend their learning. They are encouraged to have a go at using scissors and to write their own names. Yet, still, other children stand and stare at this activity. Children from the older baby room explore the effects of the sun outside. They run from the shaded frosted area into the sunshine and are encouraged to notice and chat about the changes they see and feel. Toddlers enjoy making marks with chalks. Staff model how to write numbers and use their fingers to show children the meaning of each number.

Children are not making best progress in their learning. They do not benefit from teaching that is consistently good and focused on them achieving their full potential in preparation for starting school.

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

- The management team has not ensured that there is an effective curriculum in place to help children learn and reach their potential. They are not clear on what they want children to know and understand. In some playrooms, the quality of teaching is poor and some staff do not have a clear understanding of what children need to learn next.
- The management team does not ensure that the learning environment

effectively supports children's large-muscle skills. For example, there are limited opportunities for children run energetically and climb. Staff in the baby room do not adapt or positively respond to children's interest to climb and be physically challenged.

- The management team has not effectively monitored how well staff are deployed at busy times of the day or how they manage the changeover of activities. Consequently, during such times, some children become unruly and do not engage in activities or play.
- The management team does not make sure that staff receive regular individual support meetings where they can seek advice, discuss any concerns, and identify goals to work towards. They do not make sure that each member of staff's practice is monitored and any training needs are identified and planned for. As a result, some staff in the baby room do not have the knowledge and skills needed to support children's emotional development.
- The nursery's special educational needs coordinator works with parents and other professionals to develop targeted plans for children with SEND. However, these plans are not always shared with the child's key person. This means that children who require additional support are at a significant risk of falling further behind.
- The management team's self-evaluation is not effective. They fail to identify the key weaknesses relating to staff deployment, the curriculum, and staff practice, and the impact these have on children. Additionally, they have not addressed one of the recommendations from the previous inspection. As a result, babies' curiosity and interests are not consistently promoted.
- Parents speak well of staff in the nursery. They know who their child's key person is. Parents are happy with the communication they receive both verbally and online, and feel that they are kept well informed about their children's progress.
- The cooks provide children with nutritious and well-balanced meals and snacks. Children enjoy freshly cooked home-made dinners.

Safeguarding

The arrangements for safeguarding are effective.

The joint designated safeguarding leads have attended safeguarding training and have a secure knowledge of the possible signs of abuse and neglect. They know what to do should they have a concern about any child in their care. The management team follows effective recruitment procedures to ensure that staff caring for children are suitable. They make sure that children are always within sight or hearing of staff. Risk assessments are carried out regularly and reviewed to ensure that the premises are safe and secure in order to protect children from harm. Staff fully understand how to promote and practice good infection prevention and control procedures.

What does the setting need to do to improve?

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

	Due date
ensure the organisation of the learning environment, both indoors and outdoors, meets children's individual needs, incorporates their interests, and offers them challenge across all areas of learning	12/02/2022
ensure that staff use their observations of children to identify learning priorities and plan relevant and motivating learning experiences for each child	12/02/2022
provide staff with effective support, coaching and training so that they have the knowledge and experience needed to improve the quality of teaching	12/02/2022
ensure that staff in the pre-school room are deployed effectively during busy times of the day so that staff interactions with children are consistently of a high quality	26/02/2022
ensure that there are effective arrangements in place to support children with special educational needs and/or disabilities so that children are given the help they need to enable them to reach their full potential	26/02/2022
ensure that staff working with babies have the skills and knowledge to meet their social and emotional development.	26/02/2022

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

- make use of the self-evaluation process to continually review staff practice and devise an improvement plan, in order to raise the overall quality of practice.

Setting details

Unique reference number	208218
Local authority	Telford & Wrekin
Inspection number	10218161
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	108
Number of children on roll	146
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	01952 201727
Date of previous inspection	12 December 2019

Information about this early years setting

Busy Bees Day Nursery at Telford Priorslee registered in 2009. It is one of 34 settings managed by Busy Bees Day Nurseries (Trading) Limited. The nursery employs 19 members of childcare staff. Of these, 15 hold appropriate early years qualifications. This includes, one who holds early years professional status, one who holds a level 6 qualification, and two who hold a level 5 qualification. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Linda Yates
Anne Dyoss

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- This was the first routine inspection the setting received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- One of the joint centre directors and one of the inspectors completed a learning walk together to understand how the curriculum is organised.
- The inspectors carried out several joint observations with the joint centre directors, spoke with staff and interacted with children.
- The inspectors held a meeting with the management team. They looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- 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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