

Inspection of Busy Bees Day Nursery at Blaydon

Park View, Shibdon Road, Blaydon-on-Tyne, Tyne and Wear NE21 5LU

Inspection date: 9 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

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 are happy, safe and settled in the nursery and are warmly welcomed by caring staff. Children engage well and are keen to take part in all available activities.

There is a major refurbishment of the building underway which means that all children aged over two years are accommodated together within two rooms on the first floor. However, these rooms are not always used effectively. For example, sometimes, most of the children on the first floor are being cared for in one room. This results in the room being crowded. Therefore, staff do not notice quickly when children need support to aid their learning, or need reminders to wipe their nose.

Staff demonstrate that they know most of the children well and plan appropriate learning experiences for them. However, educational programmes for children are based on their interests only and do not take account of children's individual needs or next steps for learning. This results in children making steady progress in their learning and development, rather than good or rapid progress. The learning programmes are generic rather than targeted for each child.

Procedures for dropping off and collecting children changed during the COVID-19 pandemic. However, some previous procedures have resumed, such as welcoming parents into the setting to discuss their child's progress. Parents have welcomed this approach.

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

- The overall leadership and management of the provision require improvement. The procedure for monitoring the planning and implementation of the curriculum is not currently rigorous enough to identify where improvements can be made. However, this is not yet having a significant impact on children's learning and development. Children retain good attitudes to learning and are very well behaved. New to the role, the manager is keen to make improvements and receives appropriate support from a mentor.
- The key-person system is not always effective or consistently applied to older children. For example, when there are staff changes, a new key person is not always quickly assigned to children. This results in children's learning needs not being identified at the earliest opportunity.
- The key-person system for babies is effective. Staff promote the prime areas of learning for babies well. Babies' care needs are also promptly addressed by staff. For example, staff recognise when babies are or are not tired enough for a sleep. They also notice when babies are getting hungry, so serve tea earlier than planned. All children eat healthy meals and snacks throughout the day and have

easy access to fresh drinking water. This helps to promote their independence.

- Children's communication and language skills are consistently promoted through regular discussions, singing and story time activities. Older children's thinking and memory skills are also promoted when involved in interesting activities. For example, they memorise a group of items and then recognise what is missing. They also discuss the sounds of letters, which promotes their early literacy skills.
- Older children talk about what they enjoy doing at the nursery. They say that they like to play outside. When outside, children show good coordination as they run around trying to find different numbers. They are skilled at avoiding obstacles.
- Children form strong friendships and invite their friends to play with them in the sand. They also lay on the floor together when drawing on large rolls of paper. They discuss with each other what they are drawing. This supports children's social skills as well as their imagination and creativity.
- Staff promote children's confidence and self-esteem when praising and encouraging them for their efforts. Children talk about their home life and make a cake with candles from play dough, for a sibling's birthday. Both babies and younger children spend extended periods concentrating on scooping water and sand with different utensils. This helps to promote their hand-to-eye coordination and physical skills.
- Parents are very happy with the provision. They comment that their children are happy to attend and are settled. Parents state that they are kept well informed about their child's development and progress.
- Staff supervision sessions and appraisal meetings are effective. Staff have access to a comprehensive induction procedure and ongoing training and development courses.

Safeguarding

The arrangements for safeguarding are effective.

Staff have access to child protection training. They demonstrate good knowledge and understanding of appropriate policies and procedures to follow in order to safeguard children's welfare. The premises are secure. A new procedure has been implemented to ensure that the entrance gate is kept locked. Although there is major building work being undertaken, appropriate risk assessment and safety procedures ensure that children's safety is not compromised. Children are also taught about keeping themselves safe. They discuss relevant safety procedures and rules when using the stairs and when playing outside.

What does the setting need to do to improve?

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

- review how space is used on the first floor to make group sizes more

manageable, and to allow staff to offer children appropriate learning and routine care support more promptly

- find ways for managers to monitor the planning and implementation of the curriculum to take account of children's individual learning needs and support children to make as much progress as possible
- improve the key-person system so that, even at the earliest opportunity, each child's care is consistent and tailored to meet their individual needs.

Setting details

Unique reference number	EY288926
Local authority	Gateshead
Inspection number	10221728
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	67
Number of children on roll	69
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0191 499 0550
Date of previous inspection	6 April 2017

Information about this early years setting

Busy Bees Day Nursery at Blaydon registered in 2004. The nursery employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, six hold qualifications at level 3, and two hold qualifications at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elaine McDonnell

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector spoke to some parents during the inspection and also took account of parents' written comments.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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