

Inspection of Busy Bees Day Nursery at Basingstoke Hatch Warren

McWilliams House, Hatch Warren Farm, Hatch Warren Lane, Basingstoke,
Hampshire RG22 4RA

Inspection date:

17 May 2022

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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The quality of education varies across the nursery. Weaknesses in staffing, organisation of resources and staff's delivery of the curriculum, impact the progress children make overall. Nevertheless, children show that they are settled at the nursery. They behave well and are familiar with routines and nursery rules. Older children develop strong friendships and lead their own play well. Toddlers have some opportunities to sing along to songs and take part in action rhymes, pretending to stomp like dinosaurs.

All children enjoy being physically active in the fresh air. Young children expertly make attempts at rolling balls and colourful patterns with chalk. Older children test their skills of coordination as they ride bicycles and kick footballs with precision. However, while children enjoy the activities on offer, staff do not place enough focus on supporting children to build on what they already know and can do. At times, children lose interest and wander around. While they remain content to play on their own, the lack of targeted staff support does not help children gain new skills quickly enough.

The provider has experienced challenges linked to recruitment of new staff. This is reflective of the national picture in the early years sector, as a consequence of the COVID-19 pandemic. At times, there are insufficient qualified staff available to work with children to meet the qualifications requirements. This has minimal impact on children's safety and well-being overall. However, weaknesses in the deployment of available staff impact the delivery of curriculum priorities, including support for younger children's communication skills and the provision of a motivating curriculum for older children.

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

- The current staff team, including leaders and managers, are committed to providing an effective service. Priorities for the nursery accurately reflect their commitment to overcoming the challenges they face. For example, leaders have redeployed qualified and experienced staff to ensure consistency and good use of training and skills where possible. However, the lack of effective monitoring by leaders has led to inconsistencies in the effectiveness with which the staff team manage their time overall. For example, staff leave the room to find resources or prioritise cleaning tasks, leaving them unavailable to spend purposeful time with children.
- Children are provided with a broad curriculum that includes a range of interesting activities and experiences. These suitably capture children's attention and help children make some gains in their learning. When time and staffing permit, staff provide good-quality support that helps children, including those

with special educational needs and/or disabilities, successfully work towards their next steps in learning. However, not all staff have a strong enough knowledge of what they want children to learn and how they can support this. At times, teaching is not precise enough to motivate children in their learning or ensure that they catch up quickly enough if they have fallen behind.

- Staff, including apprentices, show a keenness to develop in their roles and are suitably supported by leaders to gain recognised qualifications. However, staff's access to specialist training and opportunities for continued professional development, including supervision opportunities, have been limited. Staff report that their current workload is suitably managed, but that they find the staffing shortages a challenge. Despite staff's good intentions, initiatives, such as those to support children's early speaking skills, are not delivered consistently.
- Staff promote children's healthy lifestyles well. Children benefit from well-balanced and nutritious meals and snacks. Staff successfully support children's independence and self-care skills in readiness for their move to school. For instance, at mealtimes, older children clear away their plates and helpers wipe down tables. The youngest children are supported to use cutlery and show determination as they make attempts at feeding themselves. Children's dietary and health needs are well met.
- Staff are attentive to the children's care needs and support their emotional security well. Babies respond positively to cuddles they receive from the warm and nurturing staff team. However, there are too few opportunities for older children to develop their resilience when faced with a setback, such as persevering at a challenging task despite it being difficult.
- Staff kept in close contact with families and professionals during the COVID-19 pandemic. This good partnership working continues. Staff make effective use of electronic communications to share information with parents about the activities children enjoy. Staff offer a range of home-learning opportunities, including baskets of resources and popular stories to guide parents on how to support children's learning further at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident about the procedures to follow should they have any concerns about a child or the behaviour of another adult. They recognise the signs of abuse or neglect and show a good understanding of wider safeguarding issues. Leaders implement robust recruitment procedures to assure the suitability of staff, including relief staff who cover at the nursery. Improvements to staff deployment outside ensure children are well supervised. Staff show vigilance at mealtimes, in particular for the youngest children. For example, they follow comprehensive protocols to minimise choking hazards during stages of weaning. Mandatory training, such as first aid and safeguarding, is completed as a priority for all staff.

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 effective organisation of the daily routine in order that staff deployment allows for staff to be available to work directly with children	19/07/2022
provide staff with effective, targeted professional support and coaching that helps them improve their understanding of how to plan and implement activities more precisely so all children make the best possible progress	19/07/2022
support staff working with babies and younger children to implement a well-planned curriculum that focusses on supporting children's communication and language so that they become confident communicators.	19/07/2022

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

- improve the quality of staff support for children so that information is presented to children clearly and that staff interactions challenge and ignite children's curiosity and motivate children to persevere at difficult tasks.

Setting details

Unique reference number	EY486892
Local authority	Hampshire
Inspection number	10238688
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	100
Number of children on roll	73
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	02156819766
Date of previous inspection	30 June 2017

Information about this early years setting

Busy Bees Day Nursery at Basingstoke Hatch Warren registered in 2015. It is situated in Basingstoke, Hampshire. The nursery is open each weekday from 7.45am to 6pm for 52 weeks of the year. It receives funding for the provision of free early education to children aged two, three and four years. The nursery employs 19 staff, of whom 10, including the manager, have appropriate early years qualifications.

Information about this inspection

Inspectors

Melissa Cox
Lindsay Osman

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 has taken that into account in their evaluation of the provider.
- The inspection was completed by two inspectors.
- The manager and lead inspector completed a learning walk together of key areas of the nursery and discussed the early years curriculum.
- The inspectors talked to children and staff at appropriate times during the inspection and took account of their views.
- The inspectors spoke with staff about the support provided for children with special educational needs.
- The lead inspector carried out joint observations of a physical group activity with the manager and made several observations with the area director.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022