

Inspection of Busy Bees Day Nursery at Wakefield

Red Hall Court, Paragon Business Village, Wakefield, West Yorkshire WF1 2UN

Inspection date: 13 June 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy exploring the indoor and outdoor areas and are appropriately supervised by staff so they are kept safe. Outside, children enjoy the opportunities to use and develop their large-muscle skills. They climb, run and confidently ride bicycles. Children respond well to the warm and sensitive interactions from staff. However, the key-person system is not fully embedded. When a key person leaves the setting, parents are introduced to the replacement practitioner. However, that key person is not always fully involved. For example, they do not take on the important role of being the one to greet the child at the beginning of the day. As a result, their relationship takes longer to establish and children are sometimes unsettled at the start of their day.

Children behave well. They enjoy taking part in a range of activities and play experiences. However, the quality of education is not consistently strong. For example, children show an interest in the items on the exploration table. Practitioners explain there are two timers, and that one is a two-minute timer and the other is a five-minute timer. Children begin to examine the timers, but staff offer no further information or extend children's learning, such as when they would use one. This means that children do not always have the information they need to continue to build on what they already know.

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

- The new management team has been swift to assess the quality of care and education. Leaders and managers show a positive attitude towards improvement. They check staff's practice and identify most of the areas that need improvement. However, the changes made have yet to be embedded fully to impact positively on all children.
- The manager describes the curriculum and its learning intent. She found that during the pandemic, children had less opportunity to socialise. This has affected children's confidence to interact and communicate with others. The manager wants to make sure that children catch up before they move on to school.
- The manager has high expectations of how practitioners implement the curriculum. In the baby room, she wants practitioners to promote babies' communication skills, encouraging their first words and sounds. However, practitioners do not always support babies' impulse to communicate with them. For example, they rarely repeat or acknowledge babies' sounds or expressions. This does not help to promote their early attempts at communication.
- Practitioners do not consistently share information about children's progress and development with parents. This means that not all parents know what their children have achieved. As a result, some parents do not know what their children need to learn next, or how they can support their children's learning at

home. Consequently, some children do not make the rapid progress which they could.

- Parents are provided with daily information about their child's well-being. They are also told what their children have enjoyed doing during the day.
- Children enjoy their meals which are freshly prepared by chefs. Practitioners meet children's allergies, cultural requirements and diet preferences during food preparation. Children's confidence and independence skills develop. For instance, they learn to use knives and forks to eat, and to pour their own drinks. Children practise good hygiene. They wash and dry their hands after using the toilet and before eating.
- Children's care rooms are well thought out. The areas are spacious and lead to outdoor play areas. Children can help themselves to resources and equipment, indoors and outside. They have the choice to join in various activities where the learning intent is more focused. For example, practitioners encourage children to solve mathematical problems.
- Overall, children with special educational needs and/or disabilities are supported. Practitioners identify when children need extra support and make appropriate referrals to other agencies. This helps children to receive the help which they need. However, at some routine times during the day, their key person is not always available to offer the support they need.
- Practitioners maintain records of complaints, accidents and any concerns about children effectively. They make a record of any action taken to resolve matters. The manager regularly reviews all records to help her to identify if any further action is needed. This helps to ensure that children are kept safe.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the safeguarding and child protection policies and procedures. They know who to contact in the event of receiving an allegation against an adult. Staff are aware of the 'Prevent' duty and why it is in place. A robust recruitment procedure helps to ensure that practitioners working with children are suitable. Practitioners implement thorough risk assessments, which identify the risk and the action taken to reduce or end it. This helps to ensure children's safety and well-being.

What does the setting need to do to improve?

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

- monitor the key-person system to ensure that it fully supports all children, particularly when there are changes to key practitioners
- improve teaching so that all children, including babies, benefit from good-quality interactions and challenging experiences that promote their good progress

- review how information is shared with parents, so that they are kept up to date with their children's progress and know how they can support their children's learning at home.

Setting details

Unique reference number	EY292282
Local authority	Wakefield
Inspection number	10244177
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	112
Number of children on roll	200
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01924 375505
Date of previous inspection	16 December 2016

Information about this early years setting

Busy Bees Day Nursery at Wakefield registered in 2004 and is part of a group of nurseries managed by Just Learning Ltd. It operates from a building on the Paragon Business Park, close to Wakefield City Centre. The nursery employs 22 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 and above. The nursery opens all year round, from 7.30am until 6.15pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

June Rice

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- We carried out this inspection as the result of a risk assessment, following information we received about the provider.
- The inspector observed the quality of education during activities indoors and outdoors. She assessed the impact this has on children's learning.
- 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 manager observed a planned activity with the inspector and discussed the quality of education provided to children.
- The inspector held a meeting with the manager. She looked at relevant documentation, including records of complaints, concerns, allegations, accidents and evidence of the suitability of practitioners working in the setting.

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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