

# Inspection of Busy Bees Day Nursery at Blaydon

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

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Inspection date: 5 August 2022

## **Overall effectiveness**

## **Requires improvement**

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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

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children develop their creative skills as they use paint and brushes during group activities. Young toddlers paint large sheets of paper on the ground. Staff talk to them about butterflies and insects in the garden as they paint. Older children mix colours together and paint pictures of rainbows. Children listen to familiar stories and rhymes. They retell their favourite stories and help to look for hidden pictures of food in a sand tray to feed their toy caterpillar. Children correctly pronounce the words of the different foods that the caterpillar eats. This helps to promote children's language development.

Staff complete observations and assessments of children's learning. However, sometimes, the age and development of children is not always taken into consideration when planning activities that offer an appropriate level of support and challenge. For instance, staff explain that they are working on supporting babies to learn to count. Leaders have made improvements to reviewing how the curriculum is implemented in to practice. However, this is not consistently thorough enough to help make quick improvements to teaching.

The newly refurbished setting is vibrant and children have plentiful space to move freely. There is a wide range of resources for children to make independent choices in their play.

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

- Although leaders have made some positive changes, staff, children and parents now need a period of settlement to benefit from these changes in practice. Leaders offer a curriculum that focuses on promoting children's personal, social and emotional development. Each child has a key person. However, the recent changes in staffing mean that some children's key person changes often. This means that there is variation in how well children's needs are met. That said, staff who work with children are warm and show positive interactions with them.
- Children benefit from a range of nutritious meals throughout the day. Older children serve their own food and drinks. They join in with cooking activities, including making their own pizzas. Children are encouraged to follow hygiene practices, including washing their hands and blowing their nose. They are active in their play. Young children climb and balance on soft play equipment. Children play in a well-resourced outdoor area. They run, jump and hop as they participate in outdoor games. This helps to promote children's physical development.
- Leaders and staff use an online platform to share information with parents. Parents comment on their differing experiences at the setting. Some parents are pleased with how their children have settled at the nursery. However, some

parents talk about missing items from home which are of importance, including coats and wellington boots. Furthermore, some parents are not aware of who their child's key person is. Leaders have recognised this gap and intend to involve parents more fully in the overall evaluation of the setting.

- Leaders complete supervision sessions with staff. They understand the issues at the setting that need to be addressed and demonstrate sufficient ability to make improvements.
- Overall, children's transitions to school are managed well. Children show that they are ready for their next stage in learning. However, on some occasions, some children within the nursery move rooms despite only attending for short periods of time or just before they go to school.
- Staff remind older children not to run in the indoor environment. They are caring towards children and offer praise when children do things well. However, they do not provide enough opportunities for children to understand the impact of their behaviour on others. Some children are not challenged enough in their play.
- Children build towers using different sized blocks. They laugh as they knock them down. Staff play alongside children and encourage them to count how many blocks they have used as they build. This helps to develop children's mathematical skills.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a suitable understanding of safeguarding matters. There are policies and procedures in place. Staff are aware of the signs and symptoms of abuse. This includes a 'Speak Up' anonymous contact information point for staff to raise concerns about any practice issues. Leaders are aware of their responsibility to report any allegations against staff and have safe recruitment procedures in place. They ensure staff complete regular training and are able to recognise the signs and symptoms of abuse. Staff are aware of the signs that could indicate that a child or family could be exposed to extreme views or behaviours.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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improve partnership working with parents and share information with them about who their child's key person is and to capture parents' evaluation of the setting to ensure necessary improvements can be made	02/09/2022
implement effective behaviour management strategies to ensure that children are deeply engaged in their play and learn to recognise how their feelings and behaviour impact on others	02/09/2022
implement effective transition arrangements and provide consistent key workers for children to help them to emotionally prepare for the next stage in learning.	02/09/2022
improve monitoring systems to ensure that the curriculum is securely implemented in to practice and that staff provide an appropriate level of support and challenge to help build on what children need to learn next.	02/09/2022

## Setting details

<b>Unique reference number</b>	EY288926
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10248465
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	67
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0191 499 0550
<b>Date of previous inspection</b>	9 February 2022

## Information about this early years setting

Busy Bees Day Nursery at Blaydon registered in 2004. The nursery employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, ten hold qualifications at level 3 and three 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

Emma Allison

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- Parents shared their views of the setting with the inspector.

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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