

# Inspection of Busy Bees Nursery and Creche

65-69 Mortimer Road, HEREFORD HR4 9SP

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Inspection date:

12 August 2022

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## **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**

The manager and staff have made some improvements since the last inspection. The manager has reviewed staffing arrangements across the nursery and has made changes to the learning environment. To promote children's good health, children store their drinks in individual pockets, labelled with their name and photograph. This helps to minimise the risk of them sharing cups with others and spreading germs. The manager spends time in all rooms to monitor practice. She offers staff guidance and directs them to professional development opportunities. However, inconsistencies in the quality of teaching remain. Although staff demonstrate a clear intent for children's learning, they do not always focus on this during the implementation of an activity. At times, learning activities lack direction because staff introduce too many concepts and do not focus on what it is they want children to learn.

That said, children are generally happy and enjoy their time at the nursery. They feel safe and secure and display strong relationships with staff. Children's behaviour is generally good. Babies and young children display good social skills and confidently interact with visitors. For example, babies invite others to join their play and lean forward to pass a book to staff. Staff support babies' early communication and language skills. They model how books work and turn the pages as they sing the alphabet out loud. Older children use their imagination as they pretend to make ice-cream cones. They discuss the colours and flavours of ice cream. Children make links between these. For example, they remember that mint is the green one.

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

- The manager has received support from the local authority advisor to help improve the quality of care and education the nursery provides. Since the last inspection, home learning bags have been introduced to support parents to become more involved with children's learning at home. Staff verbally share information with parents about the daily activities their children take part in. The manager sends out questionnaires to seek parents' views on the quality of the nursery. Parent feedback is mainly positive. They describe the staff as 'kind and friendly' and express how well they know their children.
- The quality of teaching remains variable. Staff do not always organise the environment or activities effectively to promote the best possible outcomes for children. For example, during an activity planned to build on children's knowledge of colour, the lighting in some areas is too dim which means children find it difficult to identify the different colours of ice cubes. Staff who prepare and start the activity with children leave halfway through. Although another member of staff joins in to support children's learning, a change in staff disrupts

children's learning and does not promote consistency with an activity from beginning to end.

- Staff gather some information from parents at induction, such as children's interests and routines at home. However, they do not gather sufficient information about children's prior skills and abilities to help them plan for children's learning from the outset.
- The special educational needs coordinator (SENCO) is new to her role. She works with the manager to identify children who are not at their expected levels of development and require further monitoring. The manager is aware that the SENCO needs to increase her knowledge and skills and has booked her onto SEN training. This is due for completion in the autumn term. However, the manager and SENCO do not always effectively assess and plan for those children, who are not at their expected levels of development. This means they might not receive any extra support to enable them to make good progress.
- Older children develop some skills that will support them in future learning and the move on to school. They display good pencil control as they copy their name from individual name cards. Children are proud of their achievements. They continue to practise writing letters that they copy from an alphabet poster.
- The manager meets with staff regularly to provide feedback on their practice. Staff access a range of online training to support their professional development. They speak enthusiastically about recent training they have completed. Staff understand the benefits of children playing with dolls and have reviewed the accessibility of dolls in all rooms to support children's personal, social and emotional development alongside their imagination and self-care skills.
- Older children have fun playing outdoors in the shade. They develop their strength and coordination as they ride around on wheeled toys. Children investigate how to move toy boats across the water tray. They crouch down and work out that if they blow on the boat, it will move from one side to the other.

## Safeguarding

The arrangements for safeguarding are effective.

The nursery premises are safe and secure. Managers and staff have a good knowledge and understanding of safeguarding practice. They attend regular training to ensure their knowledge remains up to date. Staff are aware of the signs and symptoms that may indicate that a child is at risk of abuse or neglect. This includes signs that may show a child is being exposed to extreme views. Staff display a clear understanding of procedures to follow in the event of a concern about a child. Safeguarding flowcharts and contact details of where to obtain support and advice are available throughout the nursery.

## 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 staff gather sufficient information about children's prior skills and abilities to support them to plan for children's progress from the outset                                     | 09/09/2022 |
| ensure staff have the necessary knowledge and skills to effectively support children whose level of development is less than expected to make the best possible progress in their learning | 09/09/2022 |
| improve the quality of staff interactions and their implementation of the curriculum to raise the quality of teaching to a consistently good level.  | 09/09/2022 |

## Setting details

|  |                                      |
|--|--------------------------------------|
| <b>Unique reference number</b>                     | EY414908                             |
| <b>Local authority</b>                             | Herefordshire                        |
| <b>Inspection number</b>                           | 10209306                             |
| <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 5                               |
| <b>Total number of places</b>                      | 35                                   |
| <b>Number of children on roll</b>                  | 63                                   |
| <b>Name of registered person</b>                   | Busy Bees Nursery and Creche Limited |
| <b>Registered person unique reference number</b>   | RP530024                             |
| <b>Telephone number</b>                            | 0143 226 5375                        |
| <b>Date of previous inspection</b>                 | 14 September 2021                    |

## Information about this early years setting

Busy Bees Nursery and Creche registered in 2010. The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including one who holds level 5. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for children aged three and four years.

## Information about this inspection

**Inspector**  
Holly Smith

## Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the setting.
- The manager and inspector completed a learning walk to discuss the setting's curriculum.
- The manager carried out a joint observation of an activity with the inspector and evaluated the quality of teaching and learning taking place.
- The inspector spoke to staff and children at appropriate times during the inspection and took account of their views.
- The inspector held a meeting with the manager. She sampled a range of documents, including staff qualifications and first-aid certificates.

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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