

Inspection of Busy Bees Day Nursery at Thames Ditton

Mercer Close, Thames Ditton, Surrey KT7 0BS

Inspection date: 18 August 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Leaders and managers do not ensure that they maintain the safety and welfare of children and staff at all times. The risk assessment process is not robust, and hazards are not minimised or removed immediately. Staff do not promote children's understanding of keeping themselves safe. They do not identify when children play with cutlery near their faces and are unaware of children sharing drinking vessels. Despite this, children have good bonds with staff and enjoy a wide selection of resources and activities, both inside and outside in their age-dedicated garden. The manager has clear intentions about learning for all children.

Children develop socially as they play together with cooperation. They work together to build a large wooden track that becomes a car wash. They paint together at the easel and share rolling pins and cutters at the play-dough table. Children jump together in the garden and enjoy each other's company, laughing and shouting with joy and excitement. Babies enjoy music and singing sessions with adults. They learn to use different musical instruments, shaking instruments with care and developing skill using a wooden beater to tap an instrument. Babies show delight with smiles as they see their reflections in different-coloured mirrors, and those less confident are encouraged to have a go.

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

- Leaders have not ensured that the risk assessment process is fully effective at minimising or reducing hazards in the environment while awaiting repair. Staff do not fully understand their role in keeping children safe. They fail to recognise potential hazards to children, such as hanging electrical cables. Also, although staff identify risks in the environment, such as a loose drain cover or a broken fence slat, leaders do not take action to minimise these. This compromises the safety and welfare of children and staff.
- Not all staff know what action to take when children are at risk, such as immediately taking a toddler to wash hands after playing in an unhygienic place. They do not teach children safe practices, such as keeping knives out of the mouth at lunchtime. Staff do not support babies in developing good hygiene practices, such as to use only their own drinking cup to prevent cross contamination.
- Children using a language at home other than English are supported in their own language as staff record key words from parents. The manager has a focus on communication and language and staff use stories, songs and conversation to support learning. However, staff ask questions of babies and younger children but do not always wait for a response before asking further questions. This inhibits the development of the flow of conversation.
- Staff know the children well. They identify strengths and areas for development

and share these with parents so children benefit from consistent teaching. Where children are making less than expected progress, staff implement strategies to address the required learning. Staff identify strengths and areas to develop, which they share with all staff.

- Staff use children's interests to explore topics in more detail. For example, they find out about chameleons when a child learned a song about a chameleon at home and shared it with friends in the nursery. Children observed the colours and shapes of chameleons and made painted pictures of their own colourful chameleon. This develops depth in the curriculum and widens children's knowledge.
- Following the COVID-19 pandemic, parents do not enter the setting, but staff and management greet families warmly at drop off. They also share information about the child at both the beginning and end of the day. Children wave goodbye to their parents and enter the nursery happily. A newsletter to parents informs them of future learning, and staff encourage children to share experiences from home in the setting. Staff seek the views of parents when children join the setting to help settle them in to the nursery.
- The manager is supportive of her staff team, and she carries out regular individual meetings with them. She assesses their knowledge and practice while they are working with children. Staff comment that they feel supported by the manager and can talk to her about any issues they encounter.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that children are not exposed to potential risks. The identification of hazards is not fully effective and staff are not always aware of the actions needed to reduce or remove the hazard. They do not recognise when children are using unsafe practices, such as licking knives, and do not put effective measures in place to ensure babies do not share cups. Staff are able to recognise the signs of abuse and know how to record any child protection concerns and who to report this to. The recruitment procedure ensures that staff who work with children are suitable.

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 good standards of hygiene are maintained at all times	01/09/2022

implement all reasonable steps to ensure staff and children are not exposed to risks	01/09/2022
ensure that risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom these aspects will be checked and how the risk will be minimised or removed in the meantime.	01/09/2022

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

- support staff to more effectively develop children's secure awareness of their own and other's safety
- build on staffs' understanding of giving children time to process and respond to the questions they ask of them to strengthen children's awareness of the flow of conversation.

Setting details

Unique reference number	EY347409
Local authority	Surrey
Inspection number	10128606
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	89
Number of children on roll	78
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0208 3989491
Date of previous inspection	6 July 2016

Information about this early years setting

Busy Bees Day Nursery at Thames Ditton registered in 1999 and is part of a national chain. The nursery is situated in Thames Ditton, Surrey. The nursery opens five days a week, from 7.30am to 6pm, all year round. They receive funding for free early education for children aged two, three and four years. The nursery employs 22 members of staff who work directly with children, 16 of whom hold appropriate early years qualifications.

Information about this inspection

Inspector

Jacqui Szrejder

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 provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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