

# Inspection of Busy Bees Day Nursery at Woking Noah's Ark

Blackhorse House, Blackhorse Road, Woking, Surrey GU22 0RE

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Inspection date: 11 October 2022

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## **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**

Weaknesses in ensuring that sufficient staff are qualified and staff's poor knowledge and understanding of safeguarding puts children at risk. Children's health, welfare and education is compromised as some staff lack sufficient skills and knowledge for their roles.

Overall, children settle well on arrival. They show interest in the toys and resources on offer. The rooms used for children's care are clean and provide appropriate space. These are set up with resources and toys ready for children's play. However, not all children benefit from high-quality teaching and interactions from staff to support their learning. For instance, babies receive ongoing praise and encouragement. Staff speak to babies consistently to support their language development. However, children in the pre-school are too often left to amuse themselves. Although some staff sit with the children during activities, they consistently miss opportunities to support children's learning. Children have some opportunities to be involved in activities they enjoy. For example, in the rising three-year-old's room, children become excited and engaged during an interactive story with props. However, this quality of teaching is not passed down to all children. For instance, children in the toddler garden area explore with sensory materials, with very little interaction from staff. This is not conducive to challenging children in their development or in helping all children to make good progress.

All children benefit from spending time outside. They have access to climbing equipment and activities that support their large-muscle skills, such as exploring on balance beams. Children clearly enjoy being outside and show awareness of the needs of others. For example, children wait for their friends to finish their turn on the stepping stones.

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

- Breaches in meeting requirements have a significant impact on the quality of care and education. Not all staff deliver good-quality teaching, and too often staff do not engage and support children in activities effectively. This means children do not receive good enough support for their learning and development. Additionally, some staff have a weak understanding of safeguarding matters. Weaknesses in safeguarding arrangements mean that children's safety and well-being is jeopardised.
- There have been significant changes in the management and staffing team recently. Leaders have appointed a new interim management team to help give support to the staff team. This has resulted in some positive changes, such as the purchase of some new toys and resources. However, they have failed to ensure that the correct qualified adult-to-child ratio is maintained at all times.

This has resulted in some rooms operating with insufficient qualified staff working directly with the children. This has an impact on the quality of education and expectations of what children can learn.

- Leaders do not ensure that good support and coaching for staff is in place to help them fulfil their roles. In addition, they do not monitor staff practice effectively to ensure children receive good-quality learning experiences. Some staff's morale is poor. They comment that they do not feel supported and that they have not had supervision meetings for a significant time.
- The quality of the teaching is variable. Although staff know what they want children to learn and plan some suitable activities, some fail to engage with children effectively to support them. For example, staff plan activities to support children's mathematical understanding and language development. However, they fail to engage with children about number, shape and measurement or support their listening, understanding and speaking skills during the activities. Despite this, children behave well and show interest in the available activities provided.
- Children have suitable access to drinking water, and they receive healthy snacks and meals. Staff sit with the children as they eat, which supports their safety. However, staff do not build children's understanding about how healthy eating contributes to their overall health and fitness. Staff have inconsistent approaches to helping children develop their independence. Often, staff will do tasks for children rather than giving them opportunities to have a go for themselves, such as pouring their drinks. Some staff do not consistently follow good hygiene procedures. For instance, staff are not aware that children have dropped food on the floor, which they then go to eat. This does not support children's good health.
- Generally, depending on the staff working with them, children are developing some self-help skills. For instance, some babies are encouraged to use tissues to have a go at wiping their noses. Older toddlers and pre-school children are encouraged with supervision to use the toilet independently. This helps prepare children for the future, including starting school.
- Parents spoken to at the inspection comment that they are happy with the nursery and the changes that they can see are happening. They explain that the communication they receive is plentiful, and this helps them to gain a suitable account of their child's day.

## Safeguarding

The arrangements for safeguarding are not effective.

Most staff have a poor understanding of their role and responsibility to safeguard children. In particular, they lack understanding with regards to radicalisation and extremism. This compromises children's welfare. Staff complete safeguarding training. However, this is not fully embedded to ensure they feel confident and capable to recognise indicators and signs that would raise concerns. In addition, some staff lack a confident understanding of the referral procedures to follow. The provider has suitable recruitment processes in place. Staff suitability is checked,

and all staff have completed a Disclosure and Barring Service check. Appropriate risk assessments and all required documentation are in place, including detailed complaint responses.

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

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff have a sufficient understanding of the government's statutory guidance, 'Working Together to Safeguard Children 2015', and the 'Prevent' duty guidance for England and Wales 2018, with particular regard to being able to identify and respond to possible indicators of radicalisation and extremism	11/11/2022
ensure there is at least one member of staff with a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification when caring for children	11/11/2022
implement effective coaching and supervision arrangements for staff, to review the quality of teaching, identify training needs, and to ensure all staff have the skills and knowledge to fulfil the requirements of their role	11/11/2022
provide more support for children to understand the importance of maintaining and following a healthy lifestyle, while ensuring healthy practice is maintained	11/11/2022
improve and strengthen staff's interactions with children, to provide them with consistently effective support and challenge during activities and daily routines, to support their individual learning.	11/11/2022

## Setting details

<b>Unique reference number</b>	EY294973
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10257157
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	65
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01483 233832
<b>Date of previous inspection</b>	22 March 2017

## Information about this early years setting

Busy Bees Day Nursery at Woking Noah's Ark registered in 2004. The nursery is open Monday to Friday, from 7.30am to 6pm, throughout the year. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery employs 23 members of staff, of whom 12 hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Tracy Bartholomew

## 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 interim manager, once available, explained the nursery curriculum to finish the learning walk with the inspector.
- The area director and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- A number of parents provided feedback about the nursery through discussion 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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