

Inspection of Busy Bees Day Nursery at Evesham

Charity Crescent, Four Pools, Evesham, Worcestershire WR11 2UT

Inspection date: 18 October 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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Most children arrive at the nursery happy. They are greeted by the friendly staff and quickly engage in their chosen play activities. However, weaknesses in the organisation and deployment of staff mean that the youngest children do not always settle quickly or make good progress. On occasion, young children cry, wander around the room and do not engage in meaningful play. Staff in the baby and first step rooms do not always organise themselves or the environment well enough to fully support babies' and young children's individual needs.

Nevertheless, some aspects of the curriculum are promoted well. Pre-school children interact positively with staff. They listen attentively and are confident to contribute their ideas to the story a member of staff tells them. Children use their imagination. They pretend a small bucket is a boat that the princess will use to cross the water. Staff ask questions and give children time to think and respond. For example, they ask what the princess will need to row the boat. Children put their hand up to answer and confidently announce 'a paddle'. Young children engage in a range of activities to support their mathematical development. They build with magnetic blocks and enthusiastically fill and empty containers with water and coloured sand.

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

- Leaders and managers do not ensure staffing arrangements, particularly in the baby and first steps rooms, meet the youngest children's individual needs. Although a key-person system is in place across the nursery, leaders and managers do not ensure that it is effective in all rooms. Key persons for the youngest children do not consistently spend enough time with their key children. This means that they do not always establish secure relationships and help children to feel safe and secure. The youngest children do not consistently demonstrate positive attitudes to learning.
- The manager has appropriate arrangements in place for the supervision of staff. She regularly meets with them to discuss best practice. However, the manager does not ensure their meetings foster a culture of mutual support or ensure staff receive the necessary coaching they need to improve their knowledge and skills and raise the quality of their teaching to the highest level.
- Staff plan a range of activities around children's interests. They make regular observations of what children know and can do and use this information to plan what they need to learn next. However, staff do not consistently share information with parents about children's next steps in learning so they can build and extend learning at home.
- Children have fun as they play hide and seek. They confidently count to ten before they go to find their friends. Young children explore textures, such as

seeds, and express their creativity as they paint pumpkins. Although resources are attractively laid out, they are not plentiful. This means that children lose their motivation to play, as the resources are not regularly refreshed to ignite their interests and motivation to play.

- Children develop positive attitudes to healthy lifestyles. Children have daily opportunities to be physically active and play outside in the fresh air. The nursery provides children with a good selection of nutritious meals and snacks. Staff effectively support children with allergies or food intolerance. They sit alongside children to ensure they eat only what is on their plate.
- Pre-school children understand staff expectations for their behaviour. They line up when it is time to return from outdoor play and take turns during play activities. Children display good manners and confidently help to tidy away after they have eaten their lunch. Staff offer children lots of praise for their achievements.
- Staff effectively support children with special educational needs and/or disabilities (SEND). They regularly share information about children's learning and development with other professionals. This helps them to effectively plan to move children with SEND forward in their learning.
- Partnerships with parents are well established. Staff share information with them about children's time at the nursery in a range of ways. For example, they speak to parents at the start and end of the day, send text messages, and add photographs and assessments to children's online learning records. Parents speak positively about the nursery. They state that their children are happy and that they feel well informed about their children's day.

Safeguarding

The arrangements for safeguarding are effective.

The nursery has a secure entry system, which means no unauthorised persons can enter the building. Staff demonstrate a secure knowledge of the nursery's safeguarding policies to include what to do should they have a concern about the practice of a colleague. Staff have a good understanding of the different signs and types of abuse, including 'Prevent' duty and female genital mutilation. They know the procedures to follow if they have any concerns about a child's welfare. Children are supervised well. Staff regularly perform head counts to ensure no child is left outside or missing, such as when children return from outdoor play. They regularly check the rooms to ensure children play in a safe and secure environment.

What does the setting need to do to improve?

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

	Due date
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ensure staff understand their roles and responsibilities and are deployed effectively to meet children's needs at all times	11/11/2022
ensure the key-person system is effective in all rooms to provide care and learning that is tailored to meet children's individual needs	11/11/2022
improve staff supervisions to ensure they receive the necessary coaching and support to improve their knowledge and skills and raise the quality of their teaching to the highest level.	11/11/2022

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

- share more information with parents about children's next steps in learning to help them build and extend this at home
- provide children with even more resources to ignite their interests and motivation to play.

Setting details

Unique reference number	205243
Local authority	Worcestershire
Inspection number	10259141
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	110
Number of children on roll	167
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	01386 40157
Date of previous inspection	24 May 2018

Information about this early years setting

Busy Bees Day Nursery at Evesham registered in 1998. The nursery employs 34 members of childcare staff. Of these, 24 hold appropriate early years qualifications to at least level 3, including one at level 5 and four at level 6. The nursery opens Monday to Friday, all year round, except for bank holidays. 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
Tina 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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 joint observations of a group activity with the manager.
- The inspector spoke to a number of 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.

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